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ABSTRACT

This program, included in "Effective Reading Programs...," serves 450 educationally disadvantaged students, grades one through six, at five public schools. Also served are about 100 students at three private schools. The students live in a small city, are mostly white, and come from low-income families. Participating students are those who have not succeeded in the regular classroom. Included are primary students reading a half year or more below grade level, upper-elementary students reading one year or more below grade level, and those recommended by their teachers. Entering students are given a diagnostic test and then placed in classes of ten or less, according to their needs. These classes supplement regular classroom reading instruction. Classes run throughout the school year; if a student reaches grade level by midyear, he or she leaves the program and is replaced by another pupil needing help. Materials used in the program are not used in the regular classroom, and the special reading teacher coordinates each child's work with the classroom teacher, who receives the child's diagnostic test profile. A specially equipped classroom at each site is set aside for program activities. (ER/AIR)

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TITLE I EVALUTION

1973-74

ELEMENTARY & SECONDARY EDUCATION ACT

SCHOOL CITY OF MISHAWAKA

MISHAWAKA, INDIANA

BEST AVAILABLE COPY

ESEA TITLE I ANNUAL EVALUATION REPORT

1973-74

SPECIAL READING

EARLY CHILDHOOD EDUCATION
NURSERY SCHOOL
UNIT TEACHER

VARIED REMEDIAL INSTRUCTION
FOR INSTITUTIONALIZED CHILDREN

SCHOOL CITY OF MISHAWAKA

222 MIAMI TERRACE

MISHAWAKA, INDIANA 46544

ST. JOSEPH COUNTY

THIRD CONGRESSIONAL DISTRICT

PROJECT NUMBER

74-53

DR. KENNETH J. KOGER, SUPERINTENDENT

SCHOOL CITY OF MISHAWAKA

PREFACE

This document describes and attempts to provide a basis for evaluation of the 1973-1974 Elementary and Secondary Education Act Title I programs conducted in the Mishawaka schools. Most of the evaluative design is prescribed by the federal government through the individual states. Submittal of the evaluation to the Compensatory Education Division of the Indiana State Department of Public Instruction is mandated. We could merely meet the requirement by sending limited copies to state officials. The feeling, however, of the Board of School Trustees, the school administration and various Title I staff is that such appraisals should receive wide distribution in the community. Not only does the public have a right to know about programs affecting children, but assorted professional staff should be aware of the attempts being made to diminish the gap between the achieving student and the youngster who is struggling in school.

Those involved with Title I programs in Mishawaka are proud and pleased with the results of their efforts. They feel significant improvements have been and are being made with youngsters. This booklet supports that view.

We trust that important information is contained herein that will be of interest to parents, administrators, teachers, nurses, counselors, board members, specialists, legislators, and the general public. We invite comments, suggestions, and questions from all about this document or any of the Title I programs. We need to keep telling our story.

Richard Brainerd
Administrative Assistant

SCHOOL CITY OF MISHAWAKA

ACKNOWLEDGEMENTS

Listed below are the people that have really made the various programs successful. Recognition should be made that their contributions exceed in terms of time and effort that usually expected in most regular school programs. In addition to their extra time and effort, each has rendered particular skill, creativity, perspective, and professional zeal to his or her area of responsibility. These are special, dedicated people.

SPECIAL READING STAFF

Mrs. Betty Crofoot, Program Director
Mrs. Norma Oberly, Battell School
Mrs. Linda Thrall, Bingham School
Mrs. Marcella Million, LaSalle School
Mrs. Georgia Simmons, Phillips School
Mrs. Jan Emmons, South Side School
Mrs. Betty Germano, St. Bavo, St.Joseph, and St.Monica Schools

NURSERY SCHOOL STAFF

Dr. L.Thomas Moore, Program Director
Mrs. Janet Weis, Battell School
Mrs. Susan Cline, Bingham School
Mrs. Joyce Welter, LaSalle School
Miss. Ruth Roelandts, Phillips School
Miss Patricia Gemmer, South Side School

FAMILY AND CHILDREN'S CENTER STAFF

Mrs. Sara Mauro, Program Director and Teacher
Mrs. Sharon Hixenbaugh, Teacher

EARLY CHILDHOOD UNIT TEACHER

Mrs. Beverly Edler, South Side School

NURSERY SCHOOL PERFORMANCE OBJECTIVES SUMMER TEAM

Mrs. Wanda Magee, Team Leader
Mrs. Emmy Lou Cokewood
Miss Patricia Gemmer
Mrs. Joyce Welter

Assistance by those not directly involved in the various programs should also be acknowledged. The cooperation, interest, and support provided by the people listed below has been of great significance to the over-all success of the programs. Their contributions were varied--planning, development, implementation, review, advice, inspection, monitoring, evaluation, or disseminating information. Their aid is appreciated.

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Mrs. Mary S. Craighead, Principal, Glendale Elementary School, Nashville, Tenn.
Dr. James Walter, Professor, Indiana University at South Bend

SCHOOL CITY OF MISHAWAKA
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SCHOOL CITY OF MISHAWAKA

ESEA TITLE I ANNUAL EVALUATION REPORT FOR FY74

Name of Project SPECIAL READING

Total Cost of Project $79,574 Date Started September 4, 1973 Date Ended June 7, 1974

I. What type and age of children are participating in the project? Indicate grade levels, public and/or nonpublic, dropouts, and preschoolers when appropriate.

The Special Reading Program involves any child in the target schools, public and non-public, in grades two through six, who is having difficulties in reading. Seventh and eighth grade pupils are also included in the non-public schools. First grade children who are experiencing problems in reading are added to the program during the second semester. Also included in some schools are the first year children who tested low in the reading readiness test at the end of kindergarten and who need more readiness activities before beginning reading instruction. The reasons for difficulty are many: frequent absences due to illness; change of schools; emotional disturbance; lack of motivation, often traceable to family and home conditions - particularly in low-income families.

With these children, an all-out effort is made to provide motivation and an improved self-concept as well as help in reading skills.

II. Describe the project. Give a brief narrative description highlighting their unique or outstanding features.

Selection of participants -

Participants in the program fall into three groups: those who are reading five months or more below grade level in the primary and a year or more in the upper elementary with an I.Q. of 90 or above; those reading five months or more below grade level in the primary and a year or more below grade level in the upper elementary with an I.Q. score below 90; and those recommended by the teachers, counselors, and principals. Often these latter choices are those who especially need motivation, work in a particular area, or need to succeed to improve their self-concept. Every child is made to feel that he is special.

Upon consideration for placement in the program, all children are given a reading test. After charting the needs demonstrated by the diagnosis, the children are placed in classes of not more than ten according to their needs. Also following diagnosis, a chart of the child's strengths and weaknesses is given to his classroom teacher so that she, too, may understand and stress the weak areas.

First year children, experiencing reading difficulties at the end of the first semester are accepted into the program to give them additional help and time to develop reading skills where they are weak. The children who need readiness work are given a Frostig Perception test to determine if there are areas of perceptual difficulty. At this time their vision is rechecked. Those children who exhibit perceptual difficulties are given work in the "Frostig Program of Visual Perception" along with the generally recognized activities of readiness training. Stressed particularly are the physical activities on the walking board, balance board, and climbers to aid in motor coordination.

Staff -

A coordinator directs the Special Reading Program, assists in the selection of new teachers for the program, sets up testing procedures, conducts an in-service program, assists in diagnosing pupils, selects materials, and organizes evaluation procedures. Four of the target schools have a full-time, qualified special reading teacher, and one has a half-time teacher. The three non-public schools share a half-time itinerant teacher. These teachers have had successful classroom experience before entering the specialized area. At least two years experience is now required for consideration of applicants as a Special Reading teacher. All of the staff are teachers selected because of their proven ability, creativity, enthusiasm, and sensitivity to the needs of children.

Upon entering the program, a teacher is given intensive training in methods, materials, and diagnosis, and then is carefully supervised in her work. The staff meets once a month to discuss problems, review materials and methods. All the teachers have been involved in graduate courses leading to a master's degree with a major in reading. Each teacher is involved in a continuing evaluation which begins with the selection of students, pre-testing, and continues as she works with the children, culminating in the final evaluation following post-testing.

Special methods and materials -

The children in the program are those who have not had much success with the regular classroom methods and materials. The Special Reading Program seeks methods through which the child may succeed and the use of materials that will stimulate. Special Reading uses a multimedia approach in an effort to reach each individual. Materials selected for use in Special Reading are not used in the regular classroom, nor are regular classroom materials used by the Special Reading teachers. Thus, both materials and approach are fresh to the students.

The Gillingham approach has proven to be successful with the young child having difficulty in learning letters and the sounds they represent. This approach has been of great help with older children with severe problems. The Sullivan Programmed Reading is used extensively in the primary grades and is extended into the fourth grade with some children. Lyons and Carnahan phonics books, Barnell Loft materials, EDL materials, Reader's Digest Skill Builders, SRA, filmstrips, tapes, and many other commercial and teacher-made materials give enough variety so that every child has an opportunity to find the best materials for him.

The Special Reading teachers have frequent conferences with the classroom teachers to evaluate a child's progress and determine any difficulties he may be having. Correlation of the child's work in his basic reader and in Special Reading if of prime importance.

Duration and organization -

Children selected for Special Reading by diagnostic testing are placed in classes of ten or less, according to their problems and reading level. These classes are in addition to regular classroom reading instruction. In grades four, five, and six the classes are scheduled three days a week. The classes are staggered so that no child misses any regular class more than once a week. The primary classes usually meet daily. Each teacher has two or three periods a week to use as a clinic on a one-to-one basis.

Classes start in September and continue until June. In January, if any student has progressed to grade level, he leaves the program and is replaced by another pupil needing help.

Evaluation -

Evaluation is a continuing day-to-day process with all Special Reading teachers. They must be sensitive to the needs of each student each day. Pre and post-testing of reading skills is an essential part of the Special Reading Program. Mishawaka's primary classes are organized on a non-graded basis; therefore, the testing was done on level rather than grade basis. The following tests were given:

Levels 1-4	Gates-MacGinitie Reading Test A, Forms 1 and 2
Levels 5-6	Gates-MacGinitie Reading Test B, Forms 1 and 2
Levels 7-9	Gates-MacGinitie Reading Test C, Forms 1 and 2
Grade 4	Stanford Diagnostic Reading Test, Level I, Forms W & X
Grades 5-6	Stanford Diagnostic Reading Test, Level II, Forms W & X

The pre-test is administered in September; the post-test late in May. In addition to the above tests, a locally made diagnostic test was given to all children in levels 1-7 in the program. These, along with the Stanford Diagnostic Reading Test, reflect definite strengths and weaknesses and define areas of needed instruction.

Guidelines -

Guidelines developed for the program are noted below.

At the suggestion of the Parent Advisory Council, the words "Remedial Reading" were changed to "Special Reading" in referring to the program.

Testing is a necessity as a guide to instruction of the children and is done in September and May. The tests used are different than the ones used by the School City of Mishawaka to determine achievement. All children new to the school corporation are tested when they enter by a screening test. Tests used are the Gates-MacGinitie C and D, Gray Oral Reading Test, or Bucks County Oral Test. This is to determine if a child needs Special Reading and, also, to help place the child in the proper level in the regular classroom.

For the children with suspected perceptual problems, the Frostig Developmental Test of Visual Perception is used. Follow-up work for the children having perceptual disabilities is done with materials of the "Frostig Program for the Development of Visual Perception" and also, with physical activities recommended by the Kephart program.

The Special Reading teacher gives the classroom teacher a profile of the diagnostic test showing specific strengths and weaknesses. Visitations are planned with classroom teachers visiting a Special Reading class in order to better understand the program. In return, the Special Reading teachers visit regular classes to observe performance. Frequent conferences between the Special Reading teacher and the classroom teacher are essential to the instruction in areas of difficulty.

In-service meetings are held once a month to discuss any problems. New methods and materials are demonstrated.

Records of all students who have been in the Special Reading Program in elementary school are sent to the counselors of the three junior high schools when the student leaves the sixth grade.

III. What is the total number of children who are involved in your Title I program? Count a child only once regardless of the number of programs in which he participates.

Public school students participating in the Special Reading Program from five target schools numbered 445. Non-public students from three schools numbered 102. Total number of children was 547.

IV. (a) Have you used any state funds to augment your Title I program? If so, describe the programs involved, giving data such as objectives, number of participants, and level of funding.

Local and state funds have been used to support the program when needed.

(b) Have you coordinated your Title I program with other federally funded programs?

Yes.

(c) What were these programs and what agencies were involved?

1. Books and audiovisual materials that would motivate, stimulate and fill-in the limited experience background of students in the Title I program, have been included among those purchased under ESEA Title II and NDEA Title III.

2. Our experiences with primary children in the reading programs indicated that much could be done at an earlier level to equate differences in the background of children and promote readiness for learning. The Nursery School, a Title I program, helps to meet this need.

3. Professional guidance and counseling services provided under Title VI have been generously extended to both teachers and students in the Title I program.

V. What effect has the Title I program had on the administrative structure of educational practice in your school system?

1. Our work with young children indicated that many lacked the background and experience necessary for success in learning to read. The Nursery School was organized as one step in alleviating this difficulty.

2. The guidance services of the schools have developed special counseling for children who seem to have deep-seated emotional problems and who, as a result, have difficulty learning to read.

3. The physical education department has organized a perceptual training program for young children who seem to need such training.

4. Special attention has been given to the selection of easy-to-read, high-interest books for school media centers.

5. The primary grades in all schools have been non-graded. It is hoped that a normal progression from level to level in reading will prevent the negative attitudes and emotional trauma that were often the result of a failing grade.

6. The Unit Teacher Program was organized on an experimental basis. This early childhood program is described in another section of this evaluation.

VI. What objective evidence is there that the project has been effective? (Subjective reporting may be used in addition to the objective evidence) Please supply adequate information on: (a.) Measuring devices and dates they were used, (b.) Analysis of data, (c.) Conclusions, (d.) Recommendations.

1. The results of the year's teaching show significant gains in reading for the Special Reading students. (Predictive scores)

2. Not all progress can be measured by objective testing. The progress of the whole child is considered and often the best gains can't be shown in figures, but in improved self-concept and acceptance of self and the world. Parent conferences are held twice a year and parents are always welcomed for class visits or extra conferences. This has helped gain understanding and support from the parents. Teacher conferences on specific children and problems are frequent and the teacher support of the program is unanimous. A questionnaire on improved self-concept and classroom participation was given to teachers of each Special Reading participant in May. The results indicated considerable gain in both areas by most children. Results of the questionnaire are included elsewhere in this evaluation.

VII. Can you cite specific success stories as, for example, a specific child or children who benefited from the project? Describe briefly. Names are not requested, but the age or grade should be given. (Fictitious names used.)

Ted came to us as a sixth year student. His former school records followed him where he was labeled as a brooding, trouble-making child. We accepted Ted in Special Reading classes and placed him in a homeroom where he could work on his own level. When Ted realized everyone was willing to help him and the teacher wanted to work with him on his own level and provide other materials at his level, his frowns soon turned to smiles. He relaxed and lost his defensive attitude, learning came easier and his successes increased. Ted obviously enjoyed his Special Reading classes and his pleasure carried over into his other classes as he improved in reading ability.

* *

David was a very unhappy and slow second grader when he came to Special Reading in September. He had seemingly learned nothing in first grade and, apparently, didn't want to learn anything. He never smiled or responded in any way. He had an excellent second grade teacher who gave him much individual help. He came to Special Reading each morning and after a few weeks showed some interest and joy in reading in the Sullivan Program. Progressively his personality changed as he learned to read more and more words. By the second semester he was a much happier little boy. By June he was smiling and outgoing and had gained 32 months in reading when tested in May.

* *

In Kevin's early school years, he had difficulty with his studies and soon became a behavior problem. Then, to make matters worse, his younger brother, Jimmy, was "passed" while Kevin was retained. Kevin entered the second grade while younger Jimmy was entering third. Of course, this was hard for Kevin to accept. He was tested and placed in the Special Reading program. The teacher saw him by himself fifteen minutes a day. He was given a varied program, including tapes, filmstrips, and games. High interest materials were chosen for Kevin's liking for Indians and nature. Library books, EDL stories, even poetry and pictures were chosen for his study with this interest in mind. If he wanted to discuss anything at all, the formal reading lesson was stopped while the teacher and he explored an idea or a book of mutual interest. The best days were those when Kevin and the teacher took turns reading from a library book that both found charming. Kevin grew 26 months in reading achievement, and ceased being a behavioral problem and actually liked school.

VIII. What was the total number of staff participating in the 1974 Title I program? Describe any training program involving both teachers and teacher aides.

Seven teachers participated in the Special Reading program including an itinerant teacher in the non-public schools and a teacher in the Family and Children's Center, an institution for neglected children that conducts a Title I program.

Two weeks of training was given to the two new teachers in the program this year. Monthly in-service meetings were held at which time problems were discussed, materials reviewed, and new trends and materials evaluated.

IX. Describe the extent and impact of community and parent involvement in Title I programs in your community, specifically with regards to Comprehensive Planning and Needs Assessment.

The Parent Advisory Council met four times during the year and were helpful in making suggestions and lending their full support to the program.

Parents of the children included in the Special Reading program came to conferences in October and April. These conferences helped greatly to establish understanding and support of the program. The conferences also gave the Special Reading teacher the opportunity to explain the reading problems of the individual child to his parents and enlist their help and understanding.

SCHOOL CITY OF MISHAWAKA

NUMBERS OF CHILDREN IN TITLE I SPECIAL READING PROGRAM BY HANDICAP AND HOME SITUATION
FISCAL YEAR 1974

Total Enrollment - 547

HANDICAP	Public Schools	Private Schools
Mentally Retarded (I.Q. below 80)	58	6
Hard of Hearing	11	0
Deaf	0	0
Speech Impaired	25	0
Crippled	0	1
Visually Handicapped	50	15
Severely Emotionally Disturbed	7	0
Other Health Impairment	7	1
HOME SITUATION		
Broken Home (one in which one or more natural parents are absent)	139	8

SURVEY OF CLASSROOM TEACHER OPINIONS OF TITLE I SPECIAL READING STUDENT PARTICIPATION IN GENERAL CLASSROOM ACTIVITIES
FISCAL YEAR 1974

	Public Schools	Private Schools
Greatly Improved	30%	35%
Some Improvement	56%	51%
Little or No Improvement	14%	14%
Number Children Participating	445	102

SCHOOL CITY OF MISHAWAKA

TABLES SHOWING GRADE EQUIVALENTS AND PERCENTILE RANK IN SPECIAL READING

The following tables show the results of pre and post testing by grade, number pupils tested, mean grade equivalents, and percentile rank of pupils in relation to national norms.

The gains ranged from more than six months to more than fifteen months in grades 2-6. This is more than the expected gain for these children with learning difficulties. The improvement is somewhat higher than the gains made in the school year of 1972-73.

SCHOOL CITY OF MISHAWAKA

STANDARDIZED TESTS RESULTS IN READING PUBLIC

Name of Test	Form Pre-Test	Form Post-Test	Grade
Pre Stanford Diagnostic Post " "	Level II, Form W	Level II, Form X	6

Type of Title I Reading Activity

Special Remedial Teacher
Reading Consultant
Special Reading Materials
Expanded Library Facilities

<table>
<tr><th colspan="4">Pre-Test Results</th><th colspan="4">Post-Test Results</th></tr>
<tr><td colspan="2">Date of Test
9-11-73</td><td colspan="2">Number of Pupils
83</td><td colspan="2">Date of Test
5-13-74</td><td colspan="2">Number of Pupils
75</td></tr>
<tr><td colspan="4">Mean Grade Equivalent
4.3</td><td colspan="4">Mean Grade Equivalent
5.1</td></tr>
<tr><td colspan="4">Number of Pupils by Percentile Categories National Norms</td><td colspan="4">Number of Pupils by Percentile Categories National Norms</td></tr>
<tr><td>Below 25</td><td>26-50th</td><td>51-75th</td><td>76-99th</td><td>Below 25</td><td>26-50th</td><td>51-75th</td><td>76-99th</td></tr>
<tr><td>77</td><td>6</td><td>-</td><td>-</td><td>37</td><td>35</td><td>4</td><td>-</td></tr>
</table>

* *

STANDARDIZED TESTS RESULTS IN READING PUBLIC

Name of Test	Form Pre-Test	Form Pos-Test	Grade
Pre Stanford Diagnostic Post " "	Level II, Form W	Level II, Form X	5

Type of Title I Reading Activity

Special Remedial Teacher
Reading Consultant
Special Reading Materials
Expanded Library Facilities

<table>
<tr><th colspan="4">Pre-Test Results</th><th colspan="4">Post-Test Results</th></tr>
<tr><td colspan="2">Date of Test
9-11-73</td><td colspan="2">Number of Pupils
53</td><td colspan="2">Date of Test
5-13-74</td><td colspan="2">Number of Pupils
47</td></tr>
<tr><td colspan="4">Mean Grade Equivalent
3.1</td><td colspan="4">Mean Grade Equivalent
4.4</td></tr>
<tr><td colspan="4">Number of Pupils by Percentile Categories National Norms</td><td colspan="4">Number of Pupils by Percentile Categories National Norms</td></tr>
<tr><td>Below 25</td><td>26-50th</td><td>51-75th</td><td>76-99th</td><td>Below 25</td><td>26-50th</td><td>51-75</td><td>76-99th</td></tr>
<tr><td>42</td><td>11</td><td>-</td><td>-</td><td>16</td><td>22</td><td>7</td><td>2</td></tr>
</table>

SCHOOL CITY OF MISHAWAKA

STANDARDIZED TESTS RESULTS IN READING PUBLIC

Name of Test Pre Stanford Diagnostic Post " "	Form Pre-Test Level I, Form W	Form Post-Test Level I, Form X	Grade 4

Type of Title I Reading Activity

Special Remedial Teacher	Special Reading Materials
Reading Consultant	Expanded Library Facilities

Pre-Test Results				Post-Test Results			
Date of Test 9-11-73	Number of Pupils 76			Date of Test 5-13-74	Number of Pupils 72		
Mean Grade Equivalent 2.6				Mean Grade Equivalent 3.4			
Number of Pupils by Percentile Categories National Norms				Number of Pupils by Percentile Categories National Norms			
Below 25	26-50th	51-75th	76-99th	Below 25	26-50th	51-75th	76-99th
62	14	--	--	31	29	7	5

* * * * * * * * * * * * * * * * * *

STANDARDIZED TESTS RESULTS IN READING PUBLIC

Name of Test Pre Gates-MacGinitie Post " "	Form Pre-Test B, Form 1; C, Form 1	Form Post-Test B-2, C-2	Primary Year 4

Type of Title I Reading Activity

Special Remedial Teacher	Special Reading Materials
Reading Consultant	

Pre-Test Results				Post-Test Results			
Date of Test 9-11-73	Number of Pupils 33			Date of Test 5-13-74	Number of Pupils 31		
Mean Grade Equivalent 1.9				Mean Grade Equivalent 2.7			
Number of Pupils by Percentile Categories National Norms				Number of Pupils by Percentile Categories National Norms			
Below 25	26-50th	51-75th	76-99th	Below 25	26-50th	51-75th	76-99th
7	9	14	3	8	12	8	3

SCHOOL CITY OF MISHAWAKA

STANDARDIZED TESTS RESULTS IN READING

PUBLIC

Name of Test Pre Gates-MacGinitie Post " "	Form Pre-Test A-B-C, Form 1	Form Post-Test A-B-C, Form 2	Primary Year 3

Type of Title I Reading Activity

Special Remedial Teacher
Reading Consultant

Special Reading Materials

Pre-Test Results				Post-Test Results			
Date of Test 9-11-73		Number of Pupils 79		Date of Test 5-13-74		Number of Pupils 77	
Mean Grade Equivalent 1.6				Mean Grade Equivalent 2.8			
Number of Pupils by Percentile Categories National Norms				Number of Pupils by Percentile Categories National Norms			
Below 25	26-50th	51-75th	76-99th	Below 25	26-50th	51-75th	76-99th
24	30	16	9	9	25	31	12

* * * * * * * * * * * * * * * * *

STANDARDIZED TESTS RESULTS IN READING

PUBLIC

Name of Test Pre Gates-MacGinitie Post " "	Form Pre-Test A-B, Form 1	Form Post-Test A-B, Form 2	Primary Year 2

Type of Title I Reading Activity

Special Remedial Teacher
Reading Consultant

Special Reading Materials
Expanded Library Facilities

Pre-Test Results				Post-Test Results			
Date of Test 9-11-73		Number of Pupils 68		Date of Test 5-13-74		Number of Pupils 63	
Mean Grade Equivalent 1.5				Mean Grade Equivalent 2.8			
Number of Pupils by Percentile Categories National Norms				Number of Pupils by Percentile Categories National Norms			
Below 25	26-50th	51-75th	76-99th	Below 25	26-50th	51-75th	76-99th
13	22	22	11	6	4	16	37

SCHOOL CITY OF MISHAWAKA

STANDARDIZED TESTS RESULTS IN READING NON-PUBLIC

Name of Test Pre Stanford Diagnostic Post " "	Form Pre-Test Level II, Form W	Form Post-Test Level II, Form X	Grade 8

Type of Title I Reading Activity

Special Remedial Teacher
Reading Consultant
Special Reading Materials
Expanded Library Facilities

Pre-Test Results				Post-Test Results			
Date of Test 9-10-73		Number of Pupils 6		Date of Test 5-9-74		Number of Pupils 6	
Mean Grade Equivalent 7.2				Mean Grade Equivalent 7.5			
Number of Pupils by Percentile Categories National Norms				Number of Pupils by Percentile Categories National Norms			
Below 25	26-50th	51-75th	76-99th	Below 25	26-50th	51-75th	76-99th
2	4	--	--	1	3	2	--

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STANDARDIZED TESTS RESULTS IN READING NON-PUBLIC

Name of Test Pre Stanford Diagnostic Post " "	Form Pre-Test Level II, Form W	Form Post-Test Level II, Form X	Grade 7

Type of Title I Reading Activity

Special Remedial Teacher
Reading Consultant
Special Reading Materials
Expanded Library Facilities

Pre-Test Results				Post-Test Results			
Date of Test 9-10-73		Number of Pupils 11		Date of Test 5-9-74		Number of Pupils 11	
Mean Grade Equivalent 5.2				Mean Grade Equivalent 6.7			
Number of Pupils by Percentile Categories National Norms				Number of Pupils by Percentile Categories National Norms			
Below 25	26-50th	51-75th	76-99th	Below 25	26-50th	51-75th	76-99th
6	5	--	--	1	6	4	--

SCHOOL CITY OF MISHAWAKA

STANDARDIZED TESTS RESULTS IN READING NON-PUBLIC

Name of Test	Form Pre-Test	Form Post-Test	Grade
Pre Stanford Diagnostic Post " "	Level II, Form W	Level II, Form X	6

Type of Title I Reading Activity

Special Remedial Teacher
Reading Consultant
Special Reading Materials
Expanded Library Facilities

<table>
<tr><th colspan="4">Pre-Test Results</th><th colspan="4">Post-Test Results</th></tr>
<tr><td colspan="2">Date of Test
9-10-73</td><td colspan="2">Number of Pupils
18</td><td colspan="2">Date of Test
5-9-74</td><td colspan="2">Number of Pupils
17</td></tr>
<tr><td colspan="4">Mean Grade Equivalent
4.9</td><td colspan="4">Mean Grade Equivalent
5.7</td></tr>
<tr><td colspan="4">Number of Pupils by Percentile Categories
National Norms</td><td colspan="4">Number of Pupils by Percentile Categories
National Norms</td></tr>
<tr><td>Below 25</td><td>26-50th</td><td>51-75th</td><td>76-99th</td><td>Below 25</td><td>26-50th</td><td>51-75th</td><td>76-99th</td></tr>
<tr><td>12</td><td>6</td><td>--</td><td>--</td><td>5</td><td>8</td><td>3</td><td>1</td></tr>
</table>

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STANDARDIZED TESTS RESULTS IN READING NON-PUBLIC

Name of Test	Form Pre-Test	Form Post-Test	Grade
Pre Stanford Diagnostic Post " "	Level II, Form W	Level II, Form X	5

Type of Title Reading Activity

Special Remedial Teacher
Reading Consultant
Special Reading Materials
Expanded Library Facilities

<table>
<tr><th colspan="4">Pre-Test Results</th><th colspan="4">Post-Test Results</th></tr>
<tr><td colspan="2">Date of Test
9-10-73</td><td colspan="2">Number of Pupils
15</td><td colspan="2">Date of Test
5-9-74</td><td colspan="2">Number of Pupils
15</td></tr>
<tr><td colspan="4">Mean Grade Equivalent
3.7</td><td colspan="4">Mean Grade Equivalent
4.6</td></tr>
<tr><td colspan="4">Number of Pupils by Percentile Categories
National Norms</td><td colspan="4">Number of Pupils by Percentile Categories
National Norms</td></tr>
<tr><td>Below 25</td><td>26-50th</td><td>51-75th</td><td>76-99th</td><td>Below 25</td><td>26-50th</td><td>51-75th</td><td>76-99th</td></tr>
<tr><td>8</td><td>7</td><td>--</td><td>--</td><td>3</td><td>6</td><td>4</td><td>2</td></tr>
</table>

SCHOOL CITY OF MISHAWAKA
STANDARDIZED TESTS RESULTS IN READING NON-PUBLIC

Name of Test Pre Stanford Diagnostic Post " "	Form Pre-Test Level I, Form W	Form Post-Test Level I, Form X	Grade 4

Type of Title Reading Activity

Special Remedial Teacher	Special Reading Materials
Reading Consultant	Expanded Library Facilities

Pre-Test Results				Post-Test Results			
Date of Test 9-10-73	Number of Pupils 13			Date of Test 5-9-74	Number of Pupils 12		
Mean Grade Equivalent 3.0				Mean Grade Equivalent 3.5			
Number of Pupils by Percentile Categories National Norms				Number of Pupils by Percentile Categories National Norms			
Below 25	26-50th	51-75th	76-99th	Below 25	26-50th	51-75th	76-99th
6	7	--	--	6	4	--	2

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STANDARDIZED TESTS RESULTS IN READING NON-PUBLIC

Name of Test Pre Gates-MacGinitie Post " "	Form Pre-Test C-1	Form Post-Test C-2	Grade 3

Type of Title I Reading Activity

Special Remedial Teacher	Special Reading Materials
Reading Consultant	Expanded Library Facilities

Pre-Test Results				Post-Test Results			
Date of Test 9-10-73	Number of Pupils 14			Date of Test 5-9-74	Number of Pupils 14		
Mean Grade Equivalent 1.9				Mean Grade Equivalent 3.4			
Number of Pupils by Percentile Categories National Norms				Number of Pupils by Percentile Categories National Norms			
Below 25	26-50th	51-75th	76-99th	Below 25	26-50th	51-75th	76-99th
10	4	--	--	4	8	2	--

SCHOOL CITY OF MISHAWAKA

STANDARDIZED TESTS RESULTS IN READING NON-PUBLIC

Name of Test	Form Pre-Test	Form Post-Test	Grade
Pre Gates-MacGinitie Post " "	B-1	B-2	2

Type of Title I Reading Activity

Special Remedial Teacher
Reading Consultant
Special Reading Materials
Expanded Library Facilities

Pre-Test Results				Post-Test Results			
Date of Test 9-10-73	Number of Pupils 24			Date of Test 5-9-74	Number of Pupils 23		
Mean Grade Equivalent 1.6				Mean Grade Equivalent 2.4			
Number of Pupils by Percentile Categories National Norms				Number of Pupils by Percentile Categories National Norms			
Below 25	26-50th	51-75th	76-99th	Below 25	26-50th	51-75th	76-99th
10	14	--	--	12	6	5	--

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STANDARDIZED TEST RESULTS IN READING NON-PUBLIC

Name of Test	Form Pre-Test	Form Post-Test	Grade
Pre Gates-MacGinitie Post " "	A-1	A-2	1

Type of Title I Reading Activity

Special Remedial Teacher
Reading Consultant
Special Reading Materials
Expanded Library Facilities

Pre-Test Results				Post-Test Results			
Date of Test 9-10-73	Number of Pupils 1			Date of Test 5-9-74	Number of Pupils 1		
Mean Grade Equivalent 1.2				Mean Grade Equivalent 2.1			
Number of Pupils by Percentile Categories National Norms				Number of Pupils by Percentile Categories National Norms			
Below 25	26-50th	51-75th	76-99th	Below 25	26-50th	51-75th	76-99th
1	--	--	--	1	--	--	--

SCHOOL CITY OF MISHAWAKA

TABLES SHOWING GAINS IN READING BY GRADE AND I.Q. IN EACH SCHOOL

Fifteen grade level groups, grades 4,5,6 and fifteen non-graded primary groups listed as year 2,3, and 4, in the five target public schools and twenty-one grade level groups in the three target parochial schools are shown in the following tables. Thirty groups gained from ten to twenty months, and fifteen groups gained from five to nine months.

Again this year there is, in most schools, a difference in gains between the highest I.Q. and lowest I.Q. groups, but no definite pattern can be established involving all groups. This seems to substantiate the theory that those children with average or better I.Q. and low reading scores are having multiple problems including motivation and adjustment. These children can benefit by the stimulation of individualized or small group instruction.

SCHOOL CITY OF MISHAWAKA
SPECIAL READING
DISTRIBUTION OF GAINS BY GRADES

	No. in Grade	Mean I.Q.	Average Gain in Months
Year 2	63	94	14.95
Year 3	77	87	12.10
Year 4	31	88	10.26
Grade 4	72	91	8.56
Grade 5	47	84	14.22
Grade 6	75	92	10.11
Clinic	10	85	9.60
Readiness	37		
Total	412		

DISTRIBUTION OF GAINS BY I.Q.

I.Q. Level	No. of Children	Average Gain in Months
100+	66	12.77
90-99	90	12.50
80-89	83	12.50
70-79	43	9.16
60-69	11	8.46
I.Q.Unknown	73	11.19
Clinic	9	
Readiness	37	
Total	412	

Grade	No. from Broken Home
1	21
2	27
3	25
4	22
5	21
6	23
Total	139 - 32%

School All Public Composite

Teacher

Date 1973-74

SCHOOL CITY OF MISHAWAKA
SPECIAL READING
DISTRIBUTION OF GAINS BY GRADES

PUBLIC

	No. in Grade	Mean I.Q.	Average Gain in Months
Year 2	22	93	19.09
Year 3	28	87	17.64
Year 4	9	91	12.55
Grade 4	18	91	8.95
Grade 5	5	82	12.00
Grade 6	8	81	6.88
Clinic	2		
Readiness	13		
Total	105		

DISTRIBUTION OF GAINS BY I.Q.

I.Q. Level	No. of Children	Average Gain in Months
100+	11	20.55
90-99	28	13.04
80-89	21	16.09
70-79	9	9.67
60-69	3	3.67
I.Q. Unknown	18	14.77
Clinic	2	
Readiness	13	
Total	105	

Grade	Number from Broken Home
1	10
2	11
3	8
4	6
5	4
6	1
Total	40

School Battell

Teacher Norma Oberly

Date May 23, 1974

SCHOOL CITY OF MISHAWAKA
SPECIAL READING
DISTRIBUTION OF GAINS BY GRADES

PUBLIC

	No. in Grade	Mean I.Q.	Average Gain in Months
Year 2	4	95	12.25
Year 3	11	-	9.18
Year 4	8	85	5.25
Grade 4	10	87	7.30
Grade 5	8	88	11.50
Grade 6	22	92	12.23
Clinic	1		
Readiness	13		

Total 77

DISTRIBUTION OF GAINS BY I.Q.

I.Q. Level	No. of Children	Average Gain in Months
100+	13	8.15
90-99	16	14.93
80-89	15	10.27
70-79	7	6.00
60-69	3	1.00
I.Q. Unknown	10	10.56
Readiness	13	

Total 77

Grade	Number from Broken Home
1	1
2	3
3	5
4	0
5	1
6	5
Total	15

School Bingham

Teacher Linda Thrall

Date May, 1974

SCHOOL CITY OF MISHAWAKA
SPECIAL READING
DISTRIBUTION OF GAINS BY GRADES

PUBLIC

	No. in Grade	Mean I.Q.	Average Gain in Months
Year 2	16	94	12.00
Year 3	9	91	15.44
Year 4	5	88	18.22
Grade 4	18	98	11.95
Grade 5	6	73	13.33
Grade 6	15	90	8.07
Clinic	4		

Total 73

DISTRIBUTION OF GAINS BY I.Q.

I.Q. Level	No. of Children	Average Gains in Months
100+	17	12.00
90-99	17	9.55
80-89	12	10.78
70-79	12	13.38
60-69	4	8.00
I.Q. Unknown	7	17.71
Clinic	4	

Total 73

Grade	Number from Broken Home
2	3
3	2
4	4
5	2
6	6
Total	17

School LaSalle

Teacher Marcella Million

Date May 23, 1974

SCHOOL CITY OF MISHAWAKA
SPECIAL READING
DISTRIBUTION OF GAINS BY GRADES

PUBLIC

	No. in Grade	Mean I.Q.	Average Gain in Months
Year 2	13	98	12.62
Year 3	15	-	8.27
Year 4	4	-	10.25
Grade 4	6	97	6.00
Grade 5	15	92	19.27
Grade 6	15	88	11.67
Clinic	3	-	

Total 71

I.Q. Level	No. of Children	Average Gain in Months
100+	9	13.40
90-99	21	11.47
80-89	13	15.87
70-79	4	16.00
60-69	-	
I.Q. Unknown	21	10.42
Clinic	3	

Total 71

Grade	Number from Broken Home
1	4
2	6
3	3
4	1
5	9
6	5
Total	28

School Phillips

Teacher Georgia Simmons

Date May 13, 1974

SCHOOL CITY OF MISHAWAKA
SPECIAL READING
DISTRIBUTION OF GAINS BY GRADES

PUBLIC

	No. in Grade	Mean I.Q.	Average Gain in Months
Year 2	8	89	14.50
Year 3	14	86	8.93
Year 4	5	85	6.20
Grade 4	20	99	5.70
Grade 5	13	79	10.69
Grade 6	15	89	9.27
Readiness	11		

Total 86

DISTRIBUTION OF GAINS BY I.Q.

I.Q. Grade	No. of Children	Average Gain in Months
100+	16	9.50
90-99	8	10.75
80-89	22	9.14
70-79	11	5.27
60-69	1	13.00
I.Q. Unknown	17	8.76
Readiness	11	

Total 86

Grade	Number from Broken Home
1	6
2	4
3	7
4	11
5	5
6	6
Total	39

School South Side

Teacher Jan Emmons

Date May 24, 1974

SCHOOL CITY OF MISHAWAKA
SPECIAL READING
DISTRIBUTION OF GAINS BY GRADES

Grade	No. in Grade	Mean I.Q.	Average Gain in Months
1	1	--	9.00
2	23	--	11.96
3	14	90	12.35
4	12	92	6.58
5	15	88	10.13
6	17	93	10.65
7	11	90	11.73
8	6	91	9.50
Total	99		

DISTRIBUTION OF GAINS BY I.Q.

I.Q. Grade	No. of Children	Average Gain in Months
100+	11	13.91
90-99	34	9.15
80-89	22	11.22
70-79	6	9.00
60-69	-	
50-59		
Unknown	26	11.50
Total	99	

Grade	Number from Broken Home
1	0
2	2
3	0
4	3
5	1
6	1
7	1
8	1
Total	8

School All Private Composite

Teacher

Date 1973-74

SCHOOL CITY OF MISHAWAKA
SPECIAL READING
DISTRIBUTION OF GAINS BY GRADES

PRIVATE

Grade	No. in Grade	Mean I.Q.	Average Gain in Months
1	0		
2	8	--	12.25
3	4	98	20.25
4	4	98	3.25
5	4	92	6.50
6	7	93	12.00
7	5	95	15.60

Total 32

DISTRIBUTION OF GAINS BY I.Q.

I.Q. Grade	No. of Children	Average Gain in Months
100+	5	14.20
90-99	13	10.10
80-89	6	12.17
70-79	0	--
60-69	0	--
I.Q. Unknown	8	12.25

Total 32

Grade	Number from Broken Home
1	0
2	2
3	0
4	2
5	1
6	1
7	1
Total	7

School St. Bavo

Teacher Betty Germano

Date May 20, 1974

SCHOOL CITY OF MISHAWAKA
SPECIAL READING
DISTRIBUTION OF GAINS BY GRADES

PRIVATE

Grade	No. in Grade	Mean I.Q.	Average Gain in Months
1	0	--	
2	6	--	10.83
3	3	90	6.33
4	4	90	11.25
5	6	90	15.17
6	5	91	9.40
7	3	90	4.66
8	4	94	5.75
Total	31		

DISTRIBUTION OF GAINS BY I.Q.

I.Q. Level	No. of Children	Average Gain in Months
100+	3	15.00
90-99	12	8.50
80-89	9	9.56
70-79	1	6.00
60-69	0	--
59	0	--
I.Q. Unknown	6	10.83
Total	31	

Grade	Number from Broken Home
1	0
2	0
3	0
4	1
5	0
6	0
7	0
8	0
Total	1

School St. Joseph

Teacher Betty Germano

Date May 20, 1974

SCHOOL CITY OF MISHAWAKA
SPECIAL READING
DISTRIBUTION OF GAINS BY GRADES

PRIVATE

Grade	No. in Grade	Mean I.Q.	Average Gain in Months
1	1	--	9.00
2	9	--	12.44
3	7	89	11.71
4	4	91	5.25
5	5	78	7.00
6	5	95	10.00
7	3	82	12.33
8	2	87	17.00

Total 36

DISTRIBUTION OF GAINS BY I.Q.

I.Q. Grade	No. of Children	Average Gain in Months
100+	3	12.33
90-99	9	7.89
80-89	8	12.12
70-79	5	9.60
60-69	0	--
I.Q. Unknown	11	11.55

Total 36

Grade	Number from Broken Home
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
Total	0

School St. Monica

Teacher Betty Germano

Date May 20, 1974

SCHOOL CITY OF MISHAWAKA

TABLES SHOWING STRENGTHS AND WEAKNESSES IN READING SKILLS

The following graphs show specific reading skill areas in grades three through six. These are measured in terms of stanines by the Stanford Diagnostic Reading Test. The Level I test, used in grades three and four, record scores in seven skills: reading comprehension, vocabulary, auditory discrimination, syllabication, beginning and ending sounds, blending, and sound discrimination. The Level II test, used in grades five and six, gives scores in literal and inferential comprehension, vocabulary, syllabication, sound discrimination, blending, and rate of reading. Both tests yield a grade level score only in comprehension.

On the graphs, the mean stanine obtained from the raw scores is plotted for each grade in each school. The dotted line represents the pre-test score and the solid line the post-test score.

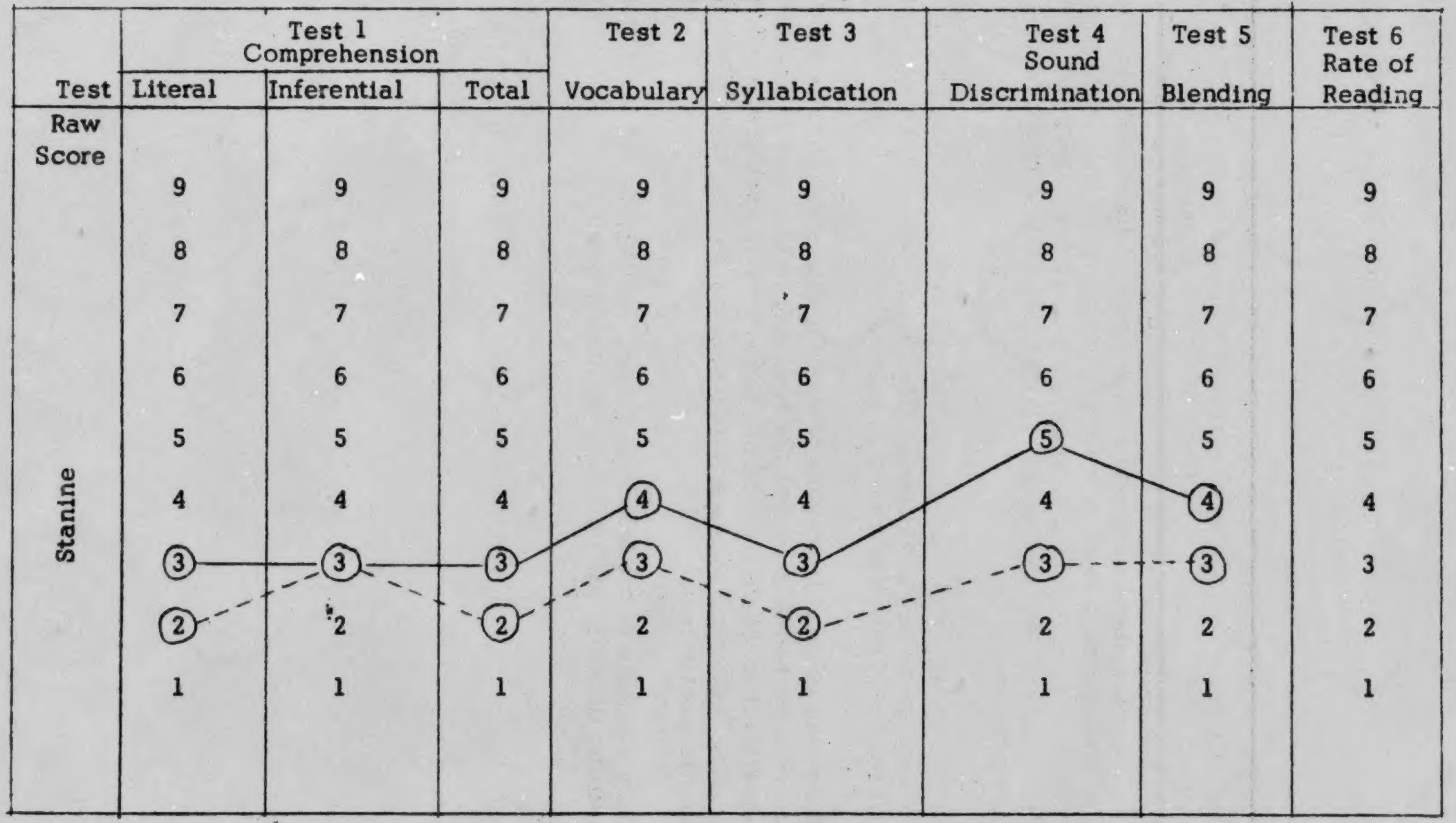
There was general improvement in all areas, some greater than others. This would seem to indicate that the teaching in the Special Reading classes accomplished its purpose of improving weaknesses of the children and meeting individual needs of those children in the program as indicated by the diagnostic test.

Only a sample of the tables is given. A complete set is on file in the Special Reading office of each grade in all five schools.

SCHOOL CITY OF MISHAWAKA

STANFORD DIAGNOSTIC READING TEST
Level II

School Phillips Grade 6 Teacher Georgia Simmons
Number of Students - 15



Pre-Testing - Dotted Line

Post-Testing - Solid Line

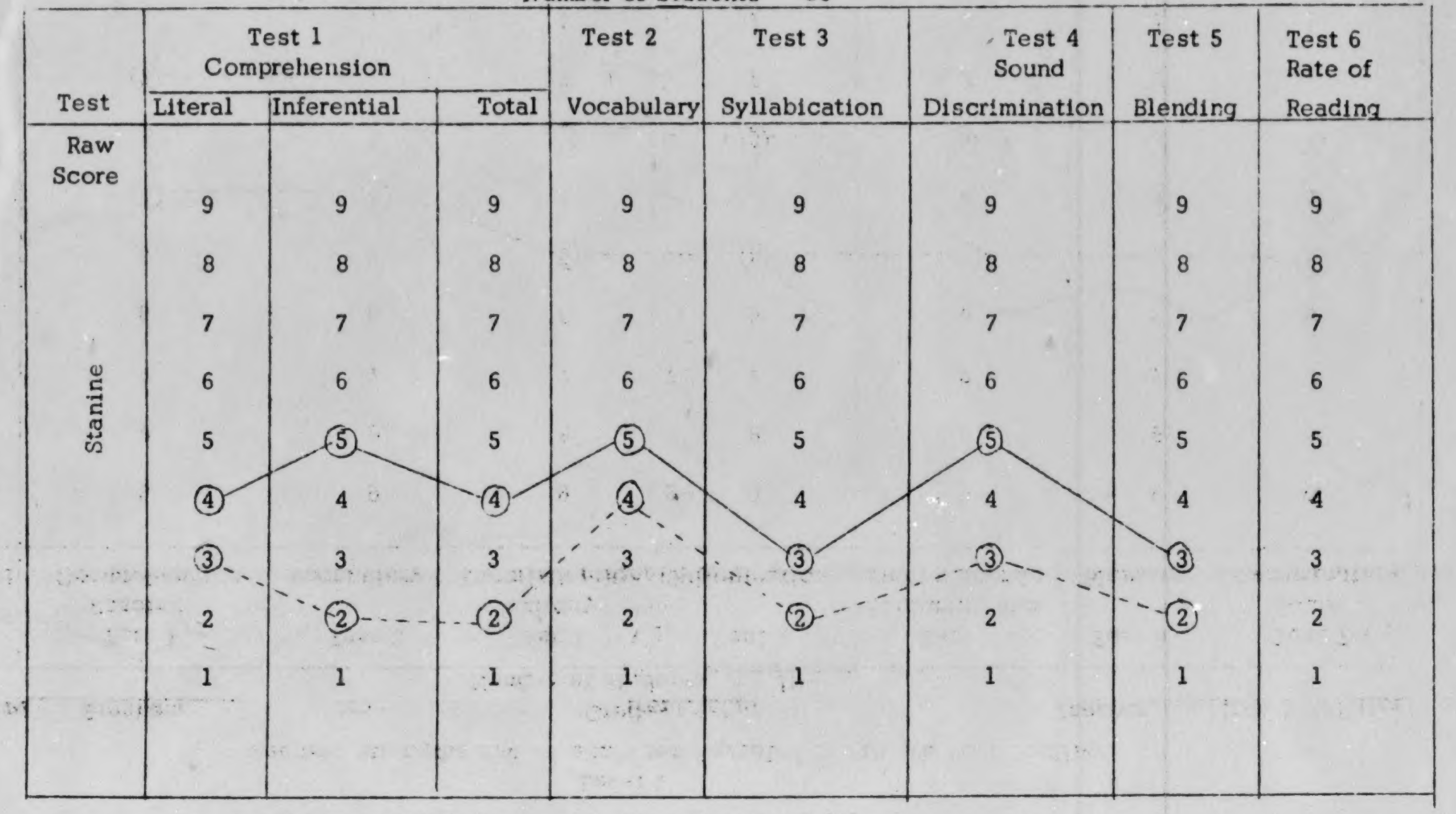
SCHOOL CITY OF MISHAWAKA

STANFORD DIAGNOSTIC READING TEST

Level II

Reading Strengths and Weaknesses Revealed in Pre and Post Testing

School South Side
Grade 5
Teacher Jan Emmons
Number of Students - 13



Test	Test 1 Comprehension Literal	Test 1 Comprehension Inferential	Test 1 Comprehension Total	Test 2 Vocabulary	Test 3 Syllabication	Test 4 Sound Discrimination	Test 5 Blending	Test 6 Rate of Reading
Raw Score								
Stanine	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7
	6	6	6	6	6	6	6	6
	5	⑤	5	⑤	5	⑤	5	5
	④	4	④	④	4	4	4	4
	③	3	3	3	③	③	③	3
	2	②	②	2	②	2	②	2
	1	1	1	1	1	1	1	1

Pre-Testing--Dotted Line

Post-Testing-Solid Line

SCHOOL CITY OF MISHAWAKA
STANFORD DIAGNOSTIC READING TEST

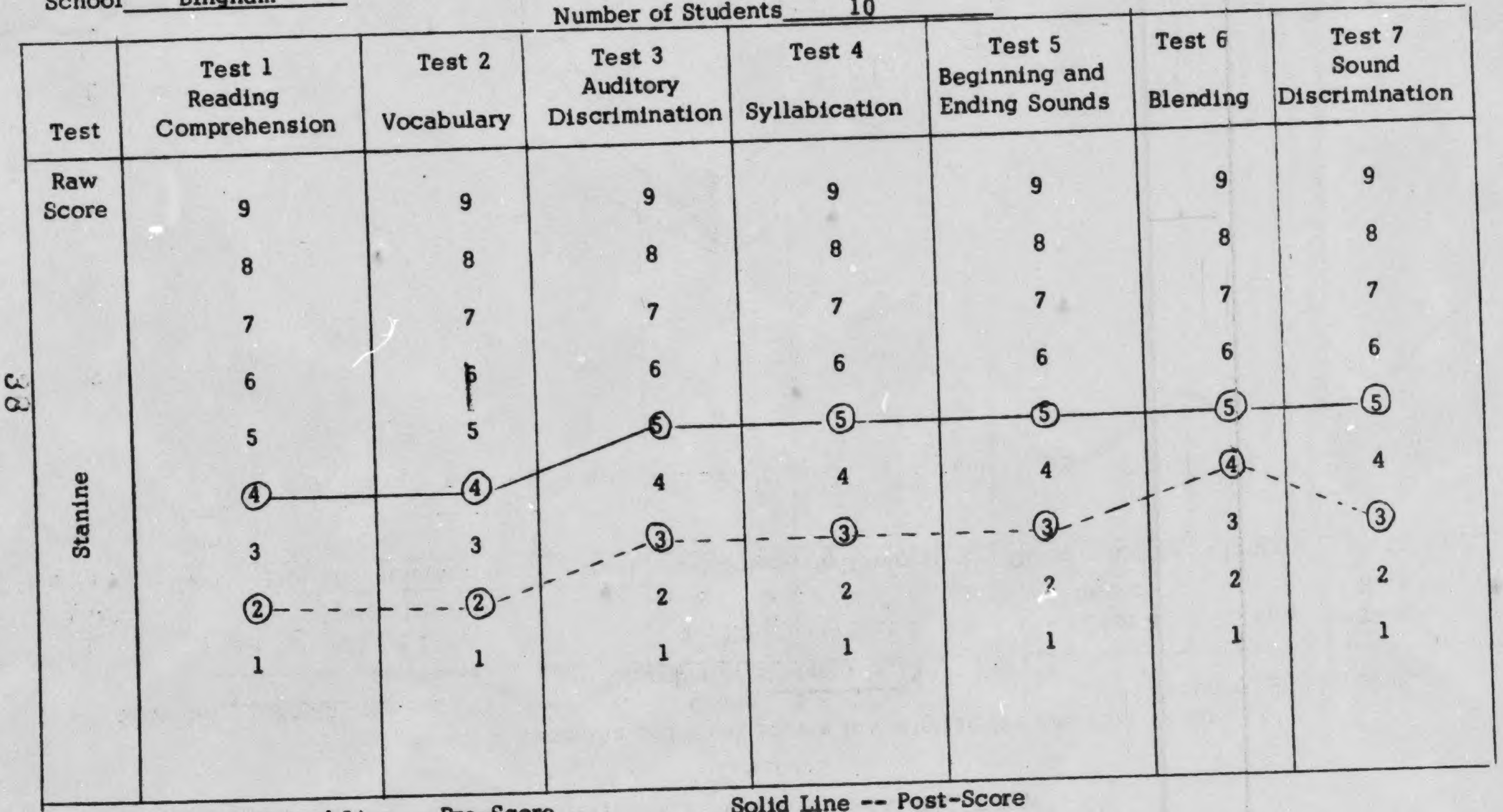
Level I
Reading Strengths and Weaknesses Revealed in Pre and Post Testing

School Bingham

Grade 4

Number of Students 10

Teacher Linda Thrall



Test	Test 1 Reading Comprehension	Test 2 Vocabulary	Test 3 Auditory Discrimination	Test 4 Syllabication	Test 5 Beginning and Ending Sounds	Test 6 Blending	Test 7 Sound Discrimination
Raw Score							
Stanine	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
	5	5	⑤	⑤	⑤	⑤	⑤
	④	④	4	4	4	④	4
	3	3	③	③	③	3	③
	②	②	2	2	2	2	2
	1	1	1	1	1	1	1

Dotted Line -- Pre-Score

Solid Line -- Post-Score

SCHOOL CITY OF MISHAWAKA

TABLES OF TESTING RESULTS OF INDIVIDUAL STUDENTS BY SCHOOL AND GRADE

The following data is a sample of the records kept on each child who is enrolled in the Special Reading Program, giving results of pre- and post-testing and pertinent information on him. The School City of Mishawaka has changed over the past few years from the traditional grade level classroom to the non-graded concept. This year tests were given to all primary students in Special Reading according to level rather than grade. Thus, level 1-4 students were administered Gates-MacGinitie Reading Test A, Forms 1 and 2; level 5 and 6 students used Gates-MacGinitie Reading Test B, Forms 1 and 2. Level 7 (mostly fourth year pupils in primary) were given Gates-MacGinitie Reading Test C, Forms 1 and 2 Grade 4 students were given Stanford Diagnostic Reading Test, Level I, Forms W and X. Grades 5 and 6 students were given Stanford Diagnostic Reading Test, Level II, Forms W and X.

I.Q., age, grade or level is given for each child. The I.Q., so often not a true picture of a child, especially in low-income areas, does point out a lack of background rather than true ability. This indicates the necessity for more individualized or small group instruction to overcome this lack.

Normal gain for a child is nine months, but with the children with multiple problems in the Special Reading program, it is unrealistic to expect normal gains. This year 119 pupils gained from 8 to 14 months; 52 gained from 15 to 19 months; and 71 gained more than 20 months.

Those children who made less than the expected gain will be placed in the program next year and special attention will be put on their areas of weakness.

SCHOOL CITY OF MISHAWAKA

Stanford Diag. Reading Test Pre: Level II Form W in 9-73 Post: Level II Form X in 5-74				COMPREHENSION								VOCABULARY		SYLLABI-CATION		SOUND DIS-CRIMINATION		BLENDING		GAIN IN MONTHS
Number	Grade	Age	Ability	Literal Raw Score	Stanine	Inferential Raw Score	Stanine	Total Raw Score	Stanine	Grade Score	Percentile	Raw Score	Stanine	Raw Score	Stanine	Raw Score	Stanine	Raw Score	Stanine	
1.	6	11	100	17	3	11	2	28	3	4.4	14	22	3	21	6	31	6	21	4	20
				24	5	22	5	42	5	6.4	40	29	4	21	6	32	6	30	5	
2.	6	12	84	14	2	13	3	27	3	4.3	16	20	2	16	4	14	2	7	2	7
				17	3	16	3	33	3	5.0	14	20	1	15	3	24	4	19	4	
3.	6	12	104	18	3	12	3	30	3	4.6	18	30	5	19	5	28	5	13	3	5
				21	4	13	2	34	3	5.1	16	30	4	17	3	30	5	20	4	
4.	6	11	96	13	2	5	1	18	1	3.1	1	33	6	18	5	27	4	11	2	33
				21	4	21	5	42	5	6.4	40	33	5	17	3	34	7	16	3	
5.	6	11	93	11	2	9	2	20	1	3.2	2	20	2	12	2	23	4	18	4	21
				18	3	18	4	36	4	5.3	24	25	2	13	2	26	4	30	5	

This is a sample form of the record kept by each Special Reading teacher, listing all children in the Special Reading program. It is started after the pre-testing in Sept. and completed after post-testing in May. From these forms, most of the data is compiled in the evaluation report. This form is for grades 5 and 6, using the Standard Diagnostic Reading Test, Level II, Forms W and X. The complete set of records is on file in the Title I Special Reading office.

8.	6	12	93	19	4	11	2	30	3	4.6	18	30	5	16	4	26	4	18	4	29
				22	4	24	6	46	5	7.5	58	35	6	18	4	30	5	21	4	
9.	6	11	93	14	2	13	3	27	3	4.3	14	21	3	16	4	14	2	14	3	21
				23	5	19	4	42	5	6.4	40	31	4	17	3	22	4	16	3	

Teacher Linda Thrall

School Bingham

SCHOOL CITY OF MISHAWAKA

Stanford Diag. Reading Test Pre: Level I Form W in 9-73 Post: Level I Form X in 5-74				READING COMPREHENSION				VOCABULARY		AUDITORY DISCRIMI-NATION		SYLLABI-CATION		BEGINNING AND ENDING SOUNDS		BLENDING		SOUND DISCRIMI-NATION		GAIN IN MONTHS
Number	Grade	Age	Ability	Raw Score	Stanine	Grade Score	Percentile	Raw Score	Stanine	Raw Score	Stanine	Raw Score	Stanine	Raw Score	Stanine	Raw Score	Stanine	Raw Score	Stanine	
1.	4	9	107	29	2	26	6	35	8	33	3	11	3	24	2	26	4	18	3	
				39	4	37	38	36	8	36	4	18	6	33	5	32	5	31	6	11
2.	4	11	89	37	4	34	30	21	3	38	4	15	5	24	2	30	5	23	4	
				42	7	51	86	25	4	43	7	18	6	27	3	27	4	29	5	17
3.	4	9	98	36	4	30	24	24	4	35	4	5	1	30	4	27	4	23	4	
				39	4	37	38	27	5	32	3	13	4	30	4	28	4	32	6	7
4.	4	9	104	27	2	14	2	25	4	36	4	17	5	27	3	26	4	20	4	
				41	6	44	70	31	6	41	5	18	6	34	6	33	5	33	6	20
5.	4	10	97	28	2	24	4	28	5	33	3	15	5	29	3	27	4	28	5	
				41	6	44	70	29	5	39	5	17	6	32	5	31	5	31	6	20
6.	4	10	105	24	1	23	1	25	4	25	2	6	1	28	3	19	2	13	2	
				35	3	29	16	27	5	41	5	14	4	30	4	22	3	14	2	6
7.	4	11	86	33	3	28	12	17	2	37	4	17	5	24	2	22	3	26	5	
				40	5	40	50	23	4	39	5	18	6	30	4	26	4	32	6	12

This is a sample form of the record kept by each Special Reading teacher, listing all children in the Special Reading program. It is started after the pre-testing in Sept. and completed after post-testing in May. From these forms, most of the data is compiled in the evaluation report. This form is for grades 3 and 4, using the Stanford Diagnostic Reading Test, Level I ← Forms W & X. The complete set of records is on file in the Title I Special Reading office.

Teacher Marcella Million

School LaSalle

SCHOOL CITY OF MISHAWAKA

Gates MacGinitie Test Pre: Primary Form A-1 in 9-73 Post: Prim. Form A-2 in 5-74				VOCABULARY				COMPREHENSION				GAIN IN MONTHS
Number	Level	Age	I.Q.	Raw Score	Standard Score	Percentile	Grade Score	Raw Score	Standard Score	Percentile	Grade Score	
1.	3	8-9	75	16	43	24	1.3	16	56	73	1.6	
				42	56	66	2.6	28	57	76	2.7	11
2.	5	8-3	76	18	45	31	1.6	9	44	27	1.4	
				19	36	8	1.4	12	38	12	1.5	1
3.	3	8-4	89	33	58	78	1.8	13	51	54	1.5	
				47	65	93	3.3	34	67	96	3.7	22
4.	4	8-0	--	33	58	78	1.8	15	54	66	1.6	
				48	67	96	3.5	26	56	73	2.4	8
5.	5	7-0	--	33	68	96	3.0	26	66	95	2.4	
				47	65	93	3.3	27	57	76	2.5	1
8.	4	7.5	111	26	50	50	1.5	12	49	46	1.5	
				43	55	69	2.7	28	57	76	2.7	12
9.	4	8.5	85	30	55	69	1.7	14	54	66	1.5	
				43	55	69	2.7	29	58	79	2.8	13

This is a sample form of the record kept by each Special Reading teacher, listing all children in the Special Reading Program. It is started after pre-testing in September and completed after post-testing in May. From these forms, most of the data is compiled in the evaluation report. This form is for levels 1-6, using the Gates MacGinitie Reading Tests A, B, C, Forms 1 and 2. The complete set of records is on file in the Title I Special Reading office.

Teacher Jan Emmons

School South Side

SCHOOL CITY OF MISHAWAKA

Gates MacGinitie Test Pre: Prim. Form B-1 in 9-73 Post: Prim.Form B-2 in 5-74				VOCABULARY				COMPREHENSION				GAIN IN MONTHS
Number	Level	Age	I.Q.	Raw Score	Standard Score	Percentile	Grade Score	Raw Score	Standard Score	Percentile	Grade Score	
1.	5	9.3	--	20	43	24	2.3	23	50	50	3.0	
				--	--	--	---	--	--	--	--	Inc.
2.	5	8.6	--	29	56	73	2.6	18	55	69	2.4	
				37	52	58	3.5	20	46	34	2.5	1
3.	5	9.0	--	22	50	50	1.8	12	49	46	1.7	
				37	52	58	3.5	15	40	16	2.1	4
4.	5	8.7	--	25	48	42	2.8	15	43	24	2.2	
				42	58	79	4.3	25	52	58	3.4	12
5.	5	8-3	--	33	59	82	2.8	13	50	50	1.8	
				42	58	79	4.3	27	54	66	3.7	19
8.	5	8-3	--	33	59	82	2.8	19	56	73	2.5	
				40	56	73	3.9	30	58	79	4.5	20
9.	5	9-8	--	31	57	76	2.6	15	52	58	2.1	
				34	50	50	2.9	26	53	62	3.6	15

This is a sample form of the record kept by each Special Reading teacher, listing all children in the Special Reading Program. It is started after pre-testing in September and completed after post-testing in May. From these forms, most of the data is compiled in the evaluation report. This form is for levels 1-6, using the Gates MacGinitie Reading Tests A, B, C, Forms 1 and 2. The complete set of records is on file in the Title I Special Reading office.

Teacher Georgia Simmons

School Phillips

SCHOOL CITY OF MISHAWAKA

Gates MacGinities Test Pre: Prim. Form C-1 in 9-73 Post: Prim. Form C-2 in 5-74				VOCABULARY				COMPREHENSION				GAIN IN MONTHS
Number	Level	Age	I.Q.	Raw Score	Standard Score	Percentile	Grade Score	Raw Score	Standard Score	Percentile	Grade Score	
1.	7	8	83	22	45	31	2.5	9	34	5	1.6	
				23	40	16	2.6	24	45	31	3.1	15
2.	7	9	91	25	48	42	2.8	16	44	27	2.3	
				31	46	34	3.4	20	42	21	2.7	4
3.	7	8	82	30	52	58	3.3	11	38	12	1.7	
				40	55	69	4.7	38	55	69	5.0	33
4.	7	8	83	16	38	12	1.6	10	36	8	1.6	
				35	50	50	3.9	33	51	54	4.3	27
5	7	8	--	18	40	16	2.0	10	36	8	1.6	
				38	53	62	4.4	33	51	54	4.3	27
8.	7	8	99	24	47	38	2.7	12	39	14	1.8	
				34	49	46	3.7	35	53	62	4.6	24
9.	7	8	99	26	49	46	2.9	15	43	24	2.2	
				33	48	42	3.6	43	61	86	6.0	38

This is a sample form of the record kept by each Special Reading teacher, listing all children in the Special Reading Program. It is started after pre-testing in September and completed after post-testing in May. From these forms, most of the data is compiled in the evaluation report. This form is for levels 1-6, using the Gates MacGinitie Reading Tests A, B, and C, Forms 1 and 2. The complete set of records is on file in the Title I Special Reading office.

Teacher Norma Oberly

School Battell

SCHOOL CITY OF MISHAWAKA

ESEA TITLE I ANNUAL EVALUATION REPORT FOR FY74

Name of Project PRE-SCHOOL ADJUSTMENT (NURSERY SCHOOL)

Total Cost of Project $29,028 Date Started September 4, 1973 Date Ended August 31, 1974

I. What type and age of children are participating in the project? Indicate grade levels, public and/or non-public, dropouts, and pre-schoolers when appropriate.

All children who are four years of age on or before September 1, living within the geographical boundaries of the school attendance districts of the five Title I target schools may, and are encouraged to participate in the Pre-School Adjustment Program.

II. Describe the project. Give a brief narrative description highlighting its unique or outstanding features.

The Pre-School Adjustment Program, which is termed Nursery School, consists of activities and experiences in an environment conducive to the optimum development of 4-5 year olds.

We have continued to build on the programming of past years. The curriculum guide developed during the 1972-73 school year for this program is now being utilized and implemented. Included in the programming for 4-5 year olds are the following:

Great emphasis is placed on the development and pursuance of motor-perceptual skills.

Good coordination of both large and small muscles in an orderly growth pattern is directly related to a child's success--or lack of it--in future academic work. Activities designed to develop these skills are an integral part of the program.

The development of language skills is emphasized. Experiences which foster language development are a major part of the program. Opportunities for young boys and girls to develop speaking and listening skills are crucial. This task is accomplished through the use of an array of appropriate age-related activities: hearing stories, sharing, listening to rhymes, participating in music and rhythm activities, playing simple games and learning finger plays. Utilization of games, blocks, beads, sequence materials, matching materials, etc. are all a part of building pre-reading and language oriented skills.

Social adjustment to school in terms of self-concept and relationships with peers is an important area we seek to foster. Careful attention is given to the successful experiences for a child entering the school world. Seeing himself as a successful being and having experiences which foster success with others will support future success in school.

In an attempt to keep the program current and to stress the implementation of our goals in teacher planning, very new and interesting activities this past year were conducted.

Mary S. Craighead Workshop

Teachers in our Title I Pre-School Adjustment classes, along with principals and kindergarten teachers in those schools, participated in a workshop on "Pre-Reading Skills" presented by Mrs. Mary S. Craighead. Mrs. Craighead is the active principal of Glendale Elementary School in Nashville, Tennessee. She was able to present an unusual and valuable organization of pre-reading skills, tied with practical suggestions for teacher-made materials and games. The influence of this person in meeting Title I children's needs has been considerable. (An outline of her presentation is in Appendix A.)

Performance Objectives Developed

Pre-School Adjustment teachers have given much of their attention this year to the development of performance objectives for their program. We are hopeful that this process will have several advantages. Among these: better communication between teachers concerning goals and activities of Pre-School Adjustment, careful analysis of activities, an improved evaluation system, and a method of measuring strengths and weaknesses of current practices. (See Nursery Performance Objectives.)

Summer Team

A group of four teachers will work approximately two weeks to complete the work of performance objectives. Their major tasks are to develop appropriate checklists, develop pre- and post-measuring procedures for teachers to follow, and ready the objectives in the format that will be utilized by teachers in the coming year. If these objectives are to be valuable in showing the worth of our program, and in guiding its future development, this teacher participation in the development of information gathering systems is vital. (See samples.)

Animal Crackers Pilot Program (McGraw-Hill)

Animal Crackers is a test which measures motivation to achieve in learning. It is designed for use with Pre-school, Kindergarten, and First Year children. We selected two Title I Pre-School Adjustment classes in which to pilot this test, in a classroom setting. There are specific administration problems with this test, but the two teachers using the test were able to say that the test did seem to support their knowledge of the child's adjustment to school.

If we use the test further in measuring our social objectives, we will establish our own norms for pre-kindergarten, and utilize the test as an added objective measure of social adjustment at this early level. (See Appendix B.)

In summary, we might point out that this year has been a busy and profitable experience for Pre-School Adjustment on two fronts. We have worked diligently to implement our new guide, and we have pushed forward to increase the objectivity with which we are analyzing our program.

III. What is the total number of children who are involved in your Title I program? Count a child only once regardless of the number of programs in which he participates.

The total number of children in Pre-School Adjustment Program in the five schools is 190.

IV. (a) Have you used any state funds to augment your Title I program? If so, describe the programs involved, giving data such as objectives, number of participants, and level of funding.

State funds for nursery school education are not available.

(b-c) Have you coordinated your Title I program with other federally funded programs? What were these programs and what agencies were involved?

The Nursery School Program was precipitated to a great extent by needs revealed through analysis of the Title I Special Reading Program.

We continue to give support in the early levels of our non-graded primary program to children who have early reading problems. Our evaluation of readiness will show that we are supporting the early skills, but we know, too, that the remedial aspects of our reading program provide continuity and continued support to the child whose skills would not develop appropriately without continued support. Early identification, preventive efforts, and continued support of remedial readers describes the relationship of our Pre-School Adjustment Program and the Title I Reading Program in our system.

We have established a new Title I program entitled the Early Childhood Unit Teacher Program. In one school, South Side Elementary, we are trying to provide a continuity of early intervention across Pre-School, Kindergarten, and First Year classes. The teacher works with youngsters at each of these levels. Participants are those identified by their teachers as "poor risks" without extensive individual and small group instruction in pre-reading, reading, and early math skills. The need for cooperation between the Pre-School Adjustment Program and the Unit Teacher Program is very important. The Unit Teacher also provides needed support after Nursery School, and to children we do not reach in Nursery School.

V. What effect has the Title I program had on the administrative structure of educational practice in your school system?

The addition of a Nursery Level in our organization has resulted in a N-12 organization.

Principals face the task of integrating Title I programs into their regular programs. Our Kindergarten teachers recognize the need to upgrade the activities of their program, and this has been done to some extent. Children with Nursery School experience are much more advanced in their adjustment and ready in part for more cognitive skills.

The influx of some children without Nursery School experience requires careful program planning with those who participated in our Pre-School Adjustment Program and those whose first school experience begins at Kindergarten. Principals and teachers have been faced with grouping and class program changes at the Kindergarten level as a result of the Pre-School Adjustment Program.

VI. What objective evidence is there that the project has been effective? (Subjective reporting may be used in addition to the objective evidence.) Please supply adequate information on: (a.) Measuring devices and dates they were used, (b.) Analysis of Data, (c.) Conclusions, (d.) Recommendations.

Based on the evaluation conducted by personnel from Purdue University reported in the Title I Evaluation, 1971-72, and on several recommendations made by our Superintendent of Schools, Dr. Kenneth J. [illegible]oger, made in last year's Title I Evaluation, this year has been a year of exploring objective means of evaluating our Title I program.

Objective Data:

The Metropolitan Readiness Test is given to all Kindergarten children in the schools of Mishawaka the first week of May each year. Our hypothesis in examining these results was that there would be some difference in children who participated in our Title I Pre-School Adjustment Program in target schools and those children who entered these same schools at the Kindergarten level. As a level of concern, we chose to look at the number of children earning a C, D, or E, on the Metropolitan Readiness Test. Our experienced teachers note that a C on the MRT typically includes two groups of children: those that will tend to be strong and those that will tend to be weak as they begin the reading process. Using this level, we assume that those scoring a B or A on the MRT are well prepared for success in first year reading, and that those who earn a C or below must be carefully observed and must receive carefully planned instruction.

Referring to the System Summary of Title I schools on the Metropolitan Reading Readiness scores, (see Table I), one may make the following statements:

- 24% of the boys and girls who participated in Pre-School Adjustment received a C or below on the MRT.

- 43% of the boys and girls who participated in no nursery or pre-school experience prior to kindergarten received a C or below on the MRT.

- 46% of those students which attended "some other" nursery, day-care, pre-school, etc., program received a C or below on the MRT.

- 31% of the total group of kindergarten children in the Title I schools received a C or below on the MRT.

TABLE I

SUMMARY OF TITLE I SCHOOLS ON METROPOLITAN READING READINESS TEST SCORES

May 6, 1974

	OP		N		OURS		TOTAL	
Metropolitan Readiness Test Letter Score	No. Tested	Percent	No. Tested	Percent	No. Tested	Percent	No. Tested	Percent
A	3	20%	17	23%	64	38%	84	33%
B	5	34%	25	34%	64	38%	94	36%
C	6	40%	22	29%	29	17%	57	22%
D	1	6%	9	12%	10	6%	20	8%
E	0	0%	1	2%	1	1%	2	1%
Total	15	100%	74	100%	168	100%	257	100%
C or Below	7	46%	32	43%	40	24%	79	31%

Key:
OP - Child attended some other Pre-Kindergarten Program

N - Child attended No Pre-Kindergarten

OURS - Child attended Mishawaka Pre-School Adjustment Program at either Battell, Bingham, LaSalle, Phillips or South Side Schools.

Referring to the System Summary of Metropolitan Reading Readiness scores, for non-Title I Schools, (see Table II), one can make the following statement:

- 26% of children in our non-Title I Schools received a C or below on the MRT.

TABLE II

SUMMARY OF NON-TITLE I SCHOOLS ON METROPOLITAN READING READINESS TEST SCORES

May 6, 1974

	Non-Title I Schools	
Metropolitan Readiness Test - Letter Score	No. Tested	Percent
A	96	42%
B	74	32%
C	47	20%
D	11	5%
E	3	1%
Total	231	100%
C or Below	61	26%

Schools include Beiger, Emmons, Hums, North Side and Twin Branch.

Conclusions we are reaching are these:

- There is a real and significant difference between children's readiness for learning to read between those students who participate in our Pre-School Adjustment Program, and those who do not participate.

- There is a very narrow scoring gap (31-26%) between the children of Title I schools who participated in Nursery School and non-Title I schools in our system. We conclude that our Pre-School Adjustment Program has served to narrow this gap to an acceptable level.

SCHOOL CITY OF MISHAWAKA

TABLE III

INDIVIDUAL TITLE I SCHOOL REPORT ON METROPOLITAN READING READINESS TEST RESULTS

		OP		N		OURS		TOTAL	
	SCORE	No. Tested	Percent	No. Tested	Percent	No. Tested	Percent	No. Tested	Percent
Battell School	A	0	0	4	22%	6	19%	10	20%
	B	0	0	4	22%	13	42%	17	34%
	C	1	100%	8	44%	11	35%	20	40%
	D	0	0	2	12%	1	4%	3	6%
	E	0	0	0	0	0	0	0	0
Total		1		18		31		50	
C or Below		1	100%	10	55%	12	39%	23	46%
Bingham School	A	2	40%	3	30%	25	68%	30	58%
	B	2	40%	5	50%	11	30%	18	35%
	C	1	20%	2	20%	0	0	3	6%
	D	0	0	0	0	0	0	0	0
	E	0	0	0	0	0	0	0	0
Total		5		10		37		52	
C or Below		1	20%	2	20%	1	2%	4	7%
LaSalle School	A	1	20%	5	25%	17	45%	23	37%
	B	2	40%	8	40%	15	39%	25	40%
	C	2	40%	2	10%	5	13%	9	14%
	D	0	0	4	20%	1	3%	5	8%
	E	0	0	1	5%	0	0	1	1%
Total		5		20		38		63	
C or Below		2	40%	7	35%	6	16%	15	23%
Phillips School	A	0	0	1	9%	7	22%	8	18%
	B	1	100%	5	45%	15	46%	21	48%
	C	0	0	4	37%	9	28%	13	30%
	D	0	0	1	9%	1	4%	2	4%
	E	0	0	0	0	0	0	0	0
Total		1		11		32		44	
C or Below		0	0%	5	45%	10	31%	15	33%
South Side School	A	0	0	4	27%	9	30%	13	27%
	B	0	0	3	20%	10	33%	13	27%
	C	2	67%	6	40%	4	13%	12	25%
	D	1	33%	2	13%	6	20%	9	19%
	E	0	0	0	0	1	4%	1	2%
Total		3		15		30		48	0
C or Below		3	100%	8	53%	11	36%	22	45%

Key:
OP - Child attended some other Pre-Kindergarten Program
N - Child attended No Pre-Kindergarten
OURS - Child attended Mishawaka Pre-School Adjustment Program

Referring to the Individual Title I School Report on the Metropolitan Reading Readiness Test, one can make the following comments:

Battell

- 39% of the boys and girls attending Battell's Pre-School Adjustment class received a C or below on the MRT.

- 55% having no pre-kindergarten experience received a C or below on the MRT.

- 100% of the children having some other program of pre-kindergarten received a C or below on the MRT. (1 child)

- 46% of all Battell's kindergarten children received a C or below on the MRT.

Bingham

- 2% of the boys and girls attending Bingham's Pre-School Adjustment class received a C or below on the MRT.

20% having no pre-kindergarten experience received a C or below on the MRT.

20% of the children having some other program of pre-kindergarten received a C or below on the MRT.

7% of all Bingham kindergarten received a C or below on the MRT.

LaSalle

- 16% of the boys and girls attending LaSalle's Pre-School Adjustment class received a C or below on the MRT.

- 35% having no pre-kindergarten experience received a C or below on the MRT.

- 40% of the children having some other program of pre-kindergarten received a C or below on the MRT.

- 23% of all LaSalle kindergarten children received a C or below on the MRT.

Phillips

- 31% of the boys and girls attending Phillips' Pre-School Adjustment class received a C or below on the MRT.

- 45% having no pre-kindergarten experience received a C or below on the MRT.

- 0% of the children having some other program of pre-kindergarten received a C or below on the MRT.

- 33% of all Phillips kindergarten children received a C or below on the MRT.

South Side - 36% of the boys and girls attending South Side's Pre-School Adjustment class received a C or below on the MRT.

- 53% having no pre-kindergarten experience received a C or below on the MRT.

- 100% of the children having some other program of pre-kindergarten received a C or below on the MRT. (3 children)

- 45% of all South Side kindergarten children received a C or below on the MRT.

In addition to these observations, it can be pointed out that the difference between the group of children taking the MRT at kindergarten (May) and having no kindergarten experience, and those having Mishawaka Pre-School Adjustment, shows the latter group to be better prepared in every school.

Conclusions we are reaching concerning individual programs are:

Without our Pre-School Adjustment Program in our five Title I schools, these schools would not be able to provide children with as good a foundation to begin the reading program. These schools are providing those who attend the Pre-School Adjustment Program needed early support.

Performance Objectives:

Performance Objectives have been developed. These objectives contain six different skill areas which, in our opinion, helps to define the major areas of learning in which we are working:

(1.) Gross-Motor Skills
(2.) Perceptual-Motor Skills
(3.) Sensory-Motor Skills
(4.) Basic Skills
(5.) Language Skills
(6.) Social Skills

(See Nursery School Performance Objectives)

These objectives will provide an additional way to observe the progress we make in Nursery School. The objectives are considered minimal expectations, but there is some understandable question about our selection and areas which have not been incorporated.

Our performance objectives were developed by nursery and kindergarten teachers and selected auxiliary personnel. An evaluation of the process we used in developing performance objectives indicated a positive reaction on the part of teachers. Our performance objective teams were evaluated by teachers. Teachers pointed out that the performance objectives teams:

(1.) Allowed us to communicate well with one another concerning appropriate goals.
(2.) Allowed for better definition as to what critical skills should be considered.

Subjective Data:

Informal evaluation combined with the observations of school principals, administrators, and other staff members continue to point out the following positive factors for those who participated in Nursery School in comparison with those who have not.

(1.) These children are more knowledgeable about school routine on how to conduct themselves in and out of the classroom, how to share, take turns, listen, play purposefully, and use materials effectively.

(2.) These children have more emotional maturity and self-control.

(3.) Language skills are more advanced; curiosity is more marked, attention span is longer; and they can follow directions more exactly and readily.

(4.) Work habits help them in being more self-assured and independent. Background in literature is rich and extensive.

(5.) They can take care of their physical needs, dress themselves, and have established basic health and safety habits.

(6.) They can express themselves more creatively in art, music, and dramatics.

(7.) Primary teachers, more and more, are referring to the fact that "they can tell" if individuals - or groups - have had the Pre-School Adjustment experience.

VII. Can you cite specific success stories as, for example, a specific child or children who benefited from the project? Describe briefly. Names are not requested, but the age or grade should be given. (Fictitious names are used.)

When Jimmy started pre-school, he was very immature. He had just turned four in July. He sucked his thumb, cried easily and could not play in a group without crying or fighting. He barely could hold a crayon and was at the scribble stage. By the beginning of kindergarten, he had stopped sucking his thumb, seldom resorted to tears, and got along well with his classmates. His art work showed great improvement.

* *

Two girls, Mary and Jane, entered kindergarten in August. They came from similar home environments. Mary had a nursery school experience. Although tiny and young, she was well-adjusted, independent, and self-confident. She was happy in her relationship with other children and her teacher. She was well-prepared for first year. Jane had a similar ability level as Mary, but had no pre-school experience. She had difficulty being away from her mother. Her concept of a school situation was very limited. She could not participate in school programs without wandering away to play by herself. She expected complete attention of the teacher. She found it difficult to share with other children. Much of her kindergarten year was used to help her adjust to the school situation. She is progressing, but her first year experience will, no doubt, be much more strained and her formal schooling will have had less than a positive beginning.

* *

John is six years and ten months old, a kindergartener, and a child who had no pre-school experience. He has very few words in his vocabulary, finds it difficult to express his thoughts, and responds rarely.

* *

An unusual situation - Randy came to pre-school walking on his toes. He was termed "hyperactive" and at midterm the doctor put him on appropriate medication. During the summer months and first semester of the next year, he attended a mental health clinic full time. He is now fully ready for kindergarten and socially accepted in peer situations. This progress was accomplished in two years. Nursery School offered a place for early diagnosis, and an appropriate situation for modifying behavior. He is ready to progress with his formal schooling.

* *

A recent observation was made by the Nursery School teacher of a "free play" period. She counted ten individual or group activities going on at one time. There was no need for the teacher to direct or correct within a five minute period any of the actions of the boys and girls. Only one child was playing alone and he was engrossed in completing a puzzle. These 4-5 year olds were well on their way to group learning and living within a public school setting.

VIII. What was the total number of staff participating in the 1974 Title I program? Describe any training program involving both teachers and teacher aides.

There were five fully certified teachers involved in the Title I Pre-School Adjustment Program during the 1973-74 school year. Each taught on a half-time basis.

See Item II of this narrative for training. We will maintain our in-service meetings at this level.

IX. Describe the nature and extent of community and parent involvement in Title I programs in your community, specifically with regards to Comprehensive Planning and Needs Assessment.

Teachers were asked to indicate the amount of parent involvement at the local class level. These experiences can be summarized as follows:

Parents as classroom teacher aides.
Parent helpers on field trips.
Parent preparation of parties.
Informal social hour for parents.
Classroom visits by parents.
Home assignments with parent help.
Making instructional materials for teachers.
Parent Orientation and Handbook at the system level.

In addition, the Title I Parent Advisory Council consisting of parents and principals of Title I schools, as well as members of the administrative staff, meet regularly throughout the year.

APPENDIX A
SCHOOL CITY OF MISHAWAKA

PRE-READING SKILLS AS OUTLINED BY MRS. MARY S. CRAIGHEAD
March 26, 1974

There are four parts to pre-reading skills:

1. Visual Discrimination	3. Language Development
2. Auditory Discrimination	4. Visual Motor Perception

I Visual Discrimination
  A. Gross objects (likenesses and differences)
    1. Make many things (using pictures)
    2. Take many things to school
    3. Explore the environment
  B. Shapes and designs (likenesses and differences)
    1. Vary the difficulty of the teaching aide or material
    2. Utilize repetition
    3. Find twins - out of 5 sets - can match 4
    4. Match like designs
    5. Utilize charts, matching games, etc.
    6. "Which goes the wrong way?"
  C. Colors (likenesses and differences)
    1. Use charts
    2. Use matching
    3. Use a wide variety of colors (Mrs. Craighead uses 50 to 60 colors, and increases the difficulty of the discrimination.)
    4. Get samples of color from paint stores
  D. Letters
    1. Upper case
    2. Lower case
    3. Upper and lower
    4. Alphabetizing
  E. Words
    1. Number words
    2. color words
    3. Words for room objects

II. Auditory Discrimination
  A. Four steps to teaching a vowel story
    1. Introduce the sound with a vowel story
    2. Play listening games to get it in the ears
    3. Associate sound and symbol after 1 and 2
    4. Write symbol
  B. There are 26 letters -- 3 have no sound
  C. Tape environmental sounds
  D. Teach ending rhymes (nursery rhymes are excellent)
  E. Teach short vowel sounds
  F. Teach long vowel sounds
  G. Teach rest of letters
      B-F-P-D are called plosives - there is no sound - child is taught to fix mouth and say the vowel that follows

III. Language Development

- A. Name body parts in logical sequence - head, trunk, etc.
- B. Name objects in immediate environment
- C. Categorize objects in immediate environment - food, clothing, tool, etc.
- D. Talk in simple sentences
- E. Talk in compound sentences
- F. Talk in complex sentences
- G. Teach child to use positional words correctly - in, under, out, over, before
  - first - last
  - over - under - underneath
  - out - in - into
  - at the bottom of - at the top of
  - up - down
  - near - far
  - behind - in front
  - before - after
  - beside - around - next to - beyond
  - between - among - from
  - here - there - overthere - yonder
  - to the right of - to the left of
  - on the right of - on the left of
- H. Teach child to use quantitative words - big, bigger, biggest
  - hot - warm - cold - cool
  - rough - smooth
  - sweet - sour - bitter - salt
  - soft - hard - course - fine
  - heavy - light
  - wet - damp - moist - soaked
  - Liquid - solid
  - weatherwords - rainy - clouds - etc.
- I. Teach child to use qualitative words - rough, smooth
- J. Aspects of oral language
  - 1. Converse with each other and with adults
  - 2. Discuss - hold to point
  - 3. Story telling - reading (very little reading to 3 and 4's)
  - 4. Dramatize every story
  - 5. Some stories should be read over and over
- K. In reading stories
  - 1. Predict outcomes
  - 2. Make more stories out of present one
  - 3. Relate to personal experiences
  - 4. Discuss true and make believe (age 5 and 6)
  - 5. Reason cause relationships
  - 6. Experience emotional involvement

Teach all number and color concepts before the words are introduced.

IV. Visual motor perceptual skills

- A. Trace simple shapes and designs
- B. Cut simple shapes and designs
- C. Complete simple shapes and designs
- D. Reproduce simple shapes and designs with blocks, paper, pegboard

(point to point, top to bottom, left to right, practice on newspaper)

E. Copy shapes and designs - complete patterns of dots
F. Teach spatial relationships - things get smaller in the distance
G. Complete sequence ______________________

H. Complete sequence using shapes, numbers, letters, words
I. Teach left to right progression
J. Hold a book and turn the pages correctly

All of this is pre-reading

Special Notes:

1. Do not check wrong answers.
2. Use behavior modification.
3. Silent classrooms are like grave yards - nothing happens.
4. Let children work in groups - they learn from each other.
5. Teachers are causing mental disturbances in children.
6. A child will not forget what he has really learned.
7. Repetition is a great teacher -- all of Mrs. Craighead's comments included reference to about 50 or more games or techniques for each skill level.
8. She liked to discuss the child who lacked a skill in terms of an ill person going to the doctor....when one pill doesn't work, he's ready with another. Sufficient number of times to get mastery and then meaningful maintenance must occur.
9. Every child in the pre-reading skills has an experience with every skill area every single day....every child works from simpler tasks to more difficult ones throughout the skill area.
10. Teachers must construct skill charts to follow progress:

Name	Language Skills (Categories)				
	Food	Clothing	Tools	etc.	

11. Affective is always more important than the cognitive. But they are inter-related.
12. Learning is 5% ability and 95% "I will."
13. It's the teacher "who knows" that makes the difference.
14. Create learning centers which have specific purposes related to 4 major skill areas. Children have some choice. Train children to work with materials. Give structure--but teach the use of freedom.
15. Pre-test and Post-test.
16. Mrs. Craighead's book will be called Teaching the Unteachable, and published by Vernon (?).

SCHOOL CITY OF MISHAWAKA

APPENDIX B

The following scores are prsented only to document the use of the Animal Crackers Test, and to indicate the raw score data from which our staff psychologist will create our own system norms. These norms will be presented in future data.

LaSalle School Raw Scores	South Side School Raw Scores
Nursery School Group 1	Nursery School Group I
54	55
53	52
53	47
37	44
46	43
42	43
42	40
38	39
35	38
33	36
32	36
31	33
26	33
26	33

SCHOOL CITY OF MISHAWAKA

ESEA TITLE I ANNUAL EVALUATION REPORT FOR FY74

Name of Project EARLY CHILDHOOD UNIT TEACHER

Total Cost of Project $3,879
Date Started April 15, 1974
Date Ended June 7, 1974

Number of Participants 35

I. What type and age of children are participating in the project? Indicate grade levels, public and/or nonpublic, dropouts, and preschoolers when appropriate.

Children participating in this project are selected children of our regular Pre-School Adjustment Class, Kindergarten, and First Year at South Side Elementary School. They are children who have been identified as boys and girls who may have problems progressing in school work at the expected rate. We have selected a control group for statistical purposes from Battell School, but this school does not receive the services of a Unit Teacher. Teachers were asked to select forty students in each school for the purposes of comparison. The Unit Teacher will work with thirty-five children at South Side School in groups ranging from one to seven, depending on the need and type of deficiency.

II. Describe the project. Give a brief narrative description highlighting its unique or outstanding features.

The "Unit Teacher" is a professional person who works as an auxilary teacher, helping boys and girls from two Pre-School Adjustment classes, two kindergarten classes, and two first year classes. This program seeks to:

- Provide "continuity" of services to children judged to be educationally disadvantaged at the pre-school, kindergarten, and first year levels.
- Provide an early childhood approach which is preventive in emphasis.
- Provide an opportunity for small group and individual instruction when needed.
- Compliment philosophically the special reading program at levels second year through sixth grade.
- Provide intensive support for the acquisition of those skills necessary to enter into successful reading programs at an appropriate age.
- Provide opportunities for selected youngsters to work in small group situations with a professional teacher especially selected because of expertise in such teaching-learning situations.
- Stimulate the use of objective testing as one form of measuring progress with the very young, within sound limits, and recognizing the "gross" indications such testing provides at such an early age.

The main highlight of this year's program was beginning the program. Local recruitment and other assorted problems prevented the program beginning before April 15, 1974. This evaluation will show that those few weeks were spent in very profitable activities which will allow for smooth operation in the approaching school year. Among the activities completed in this organizational period were the following:

- Training of the Unit Teacher, her supervisor, and a part-time teacher in the administration of the standardized tests. Dr. Jane W. Miller, Psychologist for Mishawaka Schools, conducted these sessions.
- Selection and purchase of appropriate materials.
- Conducting three weeks of testing in South Side School and Battell School. This required the administering of the WRAT, Peabody Picture Vocabulary Test, and the Frostig Test of Visual Perception to 80 children.
- Teaching, exploring schedules, and coordinating the instruction of selected boys and girls in a variety of groups for three weeks. This time took in the period between collecting test data and the end of the school year.
- Many hours were spent summarizing test data.
- Development of "Unit Teacher Program Screening Guide." (See Appendix A.)
- Development of the teaching strategy. This included the completion of performance objectives in the area of Pre-Reading Skills. We plan to complete, in the near future, similar objectives for the early arithmetic concepts we hope to support. (See Appendix G)
- Orientation and enlistment of classroom teacher participation. To facilitate this, we used the services of Dr. Virginia Calvin of Indiana University at South Bend to consider with the building administrator and his staff the ramifications of this program. They discussed the classroom teacher's role, parent involvement, and the need for cooperative team efforts.

III. What is the total number of children who are involved in your Title I program? Count a child only once regardless of the number of programs in which he participates.

The total number of children in the Unit Teacher Program at South Side School is 35.

IV. (a.) Have you used any state funds to augment your Title I program? If so, describe the programs involved, giving data such as objectives, number of participants, and level of funding.

No, we have not.

(b.) Have you coordinated your Title I program with other federally funded programs? What are these programs and what agencies were involved?

We have made a direct attempt to coordinate the efforts of this new program with the efforts of the Title I Mishawaka Special Reading Program. The program at South Side School also served some first year youngsters who were evidencing difficulties in reading. In designing the new program, we have absorbed the first year youngsters and will have followed their development from a preventive orientation rather than remedial approach. The Special Reading Program then will serve grades 2-6 at South Side School, and be able to concentrate on more children at those levels in need of remedial reading service. Both programs compliment each other practically and philosophically.

V. What effect has the Title I program had on the administrative structure of the educational practice in your school system?

This program is conducted in only one building. However, the program has introduced the concept of additional professional teachers working across three levels. Many unique teaming and communications problems have been identified and dealt with very well by the local building principal. The early year Pre-School, kindergarten, and first year will now be dealt with more as a unit, rather than in isolated levels. This organization should provide sound support to children who have begun with less than adequate chance of succeeding in school.

VI. What objective evidence is thare that the project has been effective? (Subjective reporting may be used in addition to the objective evidence.) Please supply adequate information on: (a.) Measuring devices and dates they were used, (b.) Analysis of Data, (c.) Conclusions, (d.) Recommendations.

Subjective:

We have hardly had the time to create impressions, let alone gather them. However, we can state the following in terms of subjective opinion:

- The teachers involved at South Side School feel that they can see advantages in the program already. They have mentioned: the different attitude of children after having extended individual attention, evidence to point out turning points in children absorbing cognitive skills, and opportunities for classroom teachers to work with smaller groups.

- The principal sees these advantages: cooperation between levels, a program that facilitates communication, and early diagnosis of learning problems.

- Dr. Jane W. Miller, (Mishawaka Psychologist), Dr. Virginia Calvin, (Consultant from IUSB), Mrs. Betty Crofoot, (Supervisor of Title I Special Reading in Mishawaka), all feel that the screening approach and instructional strategies are educationally sound.

- Our Mishawaka Parent Advisory Council for Title I programs found our new program ideas and plans to be "exciting".

We have had some negative reaction:

- While the control school (Battell) teachers cooperated beautifully in our selecting of children for testing, they found it difficult to not share in the results.

- The question has been raised, "Is the amount of investment relative to the number of schools and children being served the best use of these funds?"

Both positive and negative comments concerning this program have had little time upon which to base opinion. The coming year should provide a sound evaluation, in terms of the goals we are setting.

Objective:

It will be the express purpose at this point to begin presenting the data which we have collected. This data will serve three purposes:

- It will describe both the students at South Side School and Battell (control) who were selected to participate in this project by their teachers.

- It will provide a base line data in a variety of forms for objectively looking for results or lack of results in the "Unit Teacher Program."

- It will provide a rationale of "needs" in terms of the students selected.

Standardized Intelligence Information.

We hope to administer the Peabody Picture Vocabulary Test, Form A (PPVT). This test can be administered by teachers and requires a minimum of time. Our staff psychologist and psychometrist indicated that this would be a practical test to use. The results, in their words, "will be maximal if not inflated." As with all tests of a standardized nature at this level, it should be considered a "gross measurement".

The individual test scores are reported in Appendix B for both South Side School students and Battell School students.

It can be pointed out in Table I that there is a difference on the PPVT between the two groups of children in terms of a verbal intelligence score of from 6 to 8 points. This, of course, would not be a significant difference for an intelligence test of this type.

TABLE I
Peabody Picture Vocabulary Test
Intelligence Quotients

Grade	SOUTH SIDE SCHOOL		BATTELL SCHOOL	
	Mean	Median	Mean	Median
Pre-School	93.5	91.5	101	103
Kindergarten	94.6	97.0	102.1	101
First-Year	94.8	95.0	101	102

Academic Achievement Information:

At pre-school ages, the problems with testing in the area of achievement become difficult. We questioned using standardized achievement test data at all, but finally decided that we should obtain the data and utilize it with the best interpretation we could produce in terms of the young child. We are using this information only as it is useful in looking at the efforts of the program. We are not using the information in terms of a particular child. We have chosen other strategies for diagnosis and instructional purposes.

We chose to administer the Wide Range Achievement Test (WRAT), reading and arithmetic portions. This test can be administered by teachers, and also requires a minimum of time. Our staff psychologist and psychometrist again were consulted and felt that this test would suffice for a "gross and practical" measurement, allowing for descriptive data concerning a group of children. Both of these persons indicated that the test results will produce an "inflated" score, and that they use as a "rule of thumb", an interpretation that the score obtained will be "inflated by six months". All individual test scores for the WRAT are presented in Appendix C.

WRAT Reading. This information can be analyzed in at least two ways. First we will use the Grade Level score provided and compare this to an "arbitrary" Grade Level score expected of each pupil. This will indicate how many children selected indicate academic needs in the area of reading. To arrive at this figure, we assume that most children would be at a N9, K9, or 1.9 grade level for the time of year the test was administered. Since the test will produce an inflated score by six months we added these months to the "normal" grade level indication and are saying that any child falling below the following levels on the WRAT at the various grade levels would be lacking in reading achievement.

Our arbitrary level of concern was set at the following levels:

TABLE II
Score on WRAT - Below which we should be concerned.

Nursery	K.5 G.E.	(N9 + 6 mos.)
Kindergarten	1.5 G.E.	(K9 + 6 mos.)
First Year	2.5 G.E	(1.9 + 6 mos.)

Considering the WRAT Reading Achievement Test and referring to Table III, in these terms we can point out that 94% of the children selected at South Side School fall in the area below the arbitrary cut-off. These children, with this interpretation, should cause us "concern" and are in need of help in the area of reading achievement.

Battell School showed 97% of the selected children below the arbitrary cut-off levels, and thus in need of help in the area of reading achievement.

WRAT Math. The same Table III will show the indicated math results using the same type of rule to compensate for an "inflated" score. Considering the WRAT Math Achievement Test in these terms, we can point out that 97% of the selected children at South Side fall in the levels of concern and areas indicating help is necessary for more adequate achievement. The selected children at Battell School showed that 94% of these students fall in the levels of concern and areas indicating help is necessary for more adequate achievement.

Table III
WRAT - Children falling below the Normal Level of Expectancy using the 6 months compensation for inflated scores.

	SOUTH SIDE		BATTELL	
	Reading	Math	Reading	Math
Percentage of selected children below the arbitrary cut-off level	94%	82%	97%	94%

Further analysis of the WRAT results led us to consider individual children in terms of their abilities. In the figures and rationale presented above, we looked at test scores assuming that all children selected should be at a particular level regardless of their indicated ability. An alternative to this is looking at an "expectancy level" which accounts for ability. We used the following formula to obtain a Learning Expectancy Level (LEL).

Formula: LEL = Mental Age - 5.3.

We had at our disposal (through Miss Pamela McCann, our psychometrist) a chart which functioned at grade level 1.0 and up. However, in order to look at the relative grade equivalents of our selected youngsters, we needed to extend this chart down to include many levels below 1.0 grade equivalent. Appendix D shows the grade level chart used in applying the above formula. Our psychometrist and psychologist indicated that this procedure was not mathematically or developmentally sound, but would serve as a gross indication of relative advancement of youngsters across a continuum.

Considering the LEL, or Learning Expectancy Level, it can be pointed out in Table IV that 35% of the selected children at South Side School are not achieving at their expected ability levels in the area of reading. Also, 38% of the selected children at South Side School are not achieving at their

SCHOOL CITY OF MISHAWAKA
TABLE V-Unit Teacher Program
South Side School
Selected Student Information

Comparison Between
Wide Range Achievement Test
Grade Equivalent Scores
and
Learning Expectancy Level

Expected Level Grade Equivalent Scores:
Nursery 4.3, Kindergarten 5.3, Ist Year 6.3
Compared with Perceptual Age Equivalents
As Measured by the
Frostig Test of Visual Motor Perception

KEY
N-Nursery
P K-Pre Kindergarten
K-Kindergarten
I-First Year

							W.R.A.T. Reading		W.R.A.T. Arithmetic												
Student Number	Grade	Chronological Age	Intelligence Quotient	Mental Age	Learning Expectancy Level	Metropolitan Readiness Test	Gr. Equiv. Score	Difference in Gr.Eq. & LEL	Gr. Equiv. Score	Difference in Gr.Eq. & LEL	Perceptual Quotient	Eye-Motor P.A.E.	Difference in PAE & Expected	Figure Ground P.A.E.	Difference in PAE & Expected	Form Constancy P.A.E.	Difference in PAE & Expected	Position in Space P.A.E.	Difference in PAE & Expected	Spatial Relation P.A.E.	Difference in PAE & Expected
S1	N	5-6	105	5.8	K.5		K.2	- .3	K.4	- .1	88	5-0	+ .7	4-6	+ .3	4-0	- .3	5-0	+ .7	4-9	+ .6
S2	N	5-4	89	4.7	PK.4		K.4	+1.0	N.8	- .6											
S3	N	4-11	103	5.1	PK.8		K.2	+ .4	K.1	+ .3		4-0	- .3								
S4	N	4-11	79	3.9	N.6		K.4	+1.8	N.5	- .1	76	4-6	+ .3	3-6	- .7	5-0	- .7	2-6	-1.7	4-9	+ .6
S5	N	5-10	91	5.3	K.0		K.3	+ .3	PK.1	- .9	too low	2-9	-1.4	3-6	- .7	3-0	-1.3	4-0	- .3	4-9	+ .6
S6	N	5-6	77	4.2	N.9		K.2	+ .3	K.6	+ .7	96	4-9	+ .6	4-9	+ .6	6-0	+1.7	4-0	- .3	6-0	+1.7
S7	N	5-4	92	4.9	PK.6		K.4	+ .8	K.3	+ .7	102	6-0	+1.7	5-3	+1.0	3-6	- .7	6-3	+2.0	5-6	+1.3
S8	N	4-9	112	5.3	K.0		1.1	+1.1	K.6	+ .6	103	5-0	+ .7	4-9	+ .6	4-6	+ .3	4-9	+ .6	4-0	- .3
S9	K	6-6	95	6.1	K.8	D	K.4	- .4	K.4	- .4	76	5-9	+ .6	5-3	+ .0	2-6	-2.7	5-6	+ .3	5-0	- .3
S10	K	7-3	69	5.0	PK.7	D	K.7	+1.0	K.7	+1.0	73	4-6	- .7	4-9	- .4	6-9	+1.6	5-6	+ .3	6-0	+ .7
S11	K	5-9	105	6.0	K.7	C	K.6	- .1	K.9	+ .2	94	5-3	+ .0	4-6	- .7	5-0	- .3	5-6	+ .3	4-9	- .4
S12	K	5-9	81	4.7	PK.4	D	PK.9	+ .5	PK.2	- .2	106	5-0	- .3	4-6	- .7	6-3	+1.0	7-0	+1.7	5-6	+ .3
S13	K	5-11	97	5.7	K.4	C	K.8	+ .4	K.7	+ .3	91	4-0	-1.3	3-6	-1.7	5-0	- .3	7-0	+1.7	5-6	+ .3
S14	K	5-11	97	5.7	K.4	E	K.7	+ .3	K.5	+ .1	too low	4-6	- .7	3-3	-2.0	2-6	-2.7	3-3	-2.0	4-9	- .4
S15	K	6-7				D	PK.1				too low	3-9	-1.4	2-6	-2.7	3-0	-2.3	4-0	-1.3	4-9	- .4
S16	K	5-9	89	5.1	PK.8	C	K.4	+ .6	K.5	+ .7	91	4-0	-1.3	4-3	-1.0	6-3	+1.0	5-0	- .3	5-0	- .3
S17	K	6-4	105	6-7	1.4	C	K.3	-1.1	K.5	- .9	85	4-6	- .7	5-3	+ .0	4-6	- .7	7-0	+1.7	6-0	+ .7
S18	K	6-1	103	6-2	K.9	C	K.4	- .5	K.5	- .4	107	6-0	+ .7	6-6	+1.3	6-9	+1.6	5-6	+ .3	6-6	+1.3
S19	K	6-3	111	6-9	1.6	C	K.8	- .8	1.2	- .4											
S20	K	5-10	95	5-5	K.2	D	K.6	+ .4	K.5	+ .3	110	6-0	+ .7	6-6	+1.3	6-9	+1.6	5-6	+ .3	5-0	- .3
S21	K	5-11	99	5-8	K.5	C	K.8	+ .3	K.7	+ .2	85	5-0	- .3	4-6	- .7	5-0	- .3	4-9	- .4	4-0	-1.3
S22	K	6-1	111	6-7	1.4	B	1.3	- .1	K.7	- .7	102	6-3	+1.0	5-9	+ .6	7-0	+1.7	5-6	+ .3	6-6	+1.3
S23	K	6-6	64	4-1	N.8	D	PK.4	+ .6	K.6	+1.8	79	6-9	+1.6	5-9	+ .6	4-0	-1.3	4-9	- .4	5-0	- .3
S24	K	6-2	99	6-1	K.8	D	K.5	- .3	K.6	- .2	102	5-9	+ .6	8-3	+3.0	4-6	- .7	5-6	+ .3	6-0	+ .7
S25	I	6-8	89	5-9	K.6		1.7	+1.1	2.4	+1.8	85	5-9	- .4	8-3	+2.0	2-6	-3.7	7-0	+ .7	6-6	+ .3
S26	I	8-1	92	7-4	2.1		1.2	- .9	1.2	- .9	78	6-9	+ .6	4-9	-1.4	7-0	+ .7	6-3	+ .0	7-6	+1.3
S27	I	7-4	114	8-3	3.0		1.4	-1.6	1.4	-1.6	89	5-3	-1.0	5-9	- .4	6-9	+ .6	7-0	+ .7	8-3	+2.0
S28	I	6-11	95	6-6	1.3		1.4	+ .1	1.9	+ .6	108	5-0	-1.3	8-3	+2.0	8-3	+2.0	7-0	+ .7	8-3	+2.0
S29	I	7-2	95	6-8	1.5		1.5	+ .0	2.2	+ .7	110	6-9	+ .6	6-6	+ .3	9-0	+2.7	7-0	+ .7	7-6	+1.3
S30	I	7-1	96	6-8	1.5		1.6	+ .1	2.1	+ .6	100	7-0	+ .7	5-[illegible]	- .7	7-0	+ .7	7-0	+ .7	8-3	+2.0
S31	I	6-10	95	6-5	1.2		1.7	+ .5	2.4	+1.2	121	4-9	-1.4	8-3	+2.0	9-0	+2.7	5-0	-1.3	8-3	+2.0
S32	I	7-0	102	7-1	1.8		1.6	- .2	2.1	+ .3	116	5-3	-1.0	6-6	+ .3	9-0	+2.7	8-9	+2.6	8-3	+2.0
S33	I	6-9	112	7-5	2.2		2.8	+ .6	2.2	+ .0	92	5-0	-1.3	5-3	-1.3	7-6	+1.3	6-3	+ .0	7-6	+1.3
S34	I	7-9	79	6-1	K.8		1.4	+ .6	2.1	+1.3	87	6-0	- .3	6-6	- .3	5-6	- .7	8-9	+2.6	8-3	+2.0
S35	I	6-9	110	7-4	2.1		1.4	- .7	1.6	- .5	too low	5-0	-1.3	5-0	-1.3	3-6	-2.7	3-3	-3.0	5-0	-1.3
S36	I	7-9	81	6-2	K.9		1.4	+ .5	2.1	+1.2	72	5-9	- .4	4-9	-1.4	6-0	- .3	5-6	- .7	6-6	+ .3
S37	I	7-8	78	5-9	K.6		1.4	+ .8	1.4	+ .8	too low	5-9	- .4	4-3	-2.0	4-6	-1.7	5-0	-1.3	5-0	-1.3
S38	I	7-1	98	6-9	1.6		1.4	- .2	2.2	+ .6	90	5-0	-1.3	5-0	-1.3	9-0	+2.7	7-0	+ .7	5-6	- .7
S39	I	6-9	91	6-1	K.8		K.6	- .2	K.2	- .6	91	4-6	-1.7	3-3	-3.0	6-3	+ .0	4-9	-1.4	6-0	- .3
S40	I	7-4	91	6.6	1.3		1.5	+ .2	2.4	+1.1	100	6-0	- .3	5-9	- .4	9-0	+2.7	6-3	+ .0	8-3	+2.0

SCHOOL CITY OF MISHAWAKA
TABLE VI-Unit Teacher Program
Battell School
Selected Student Information

Comparison Between
Wide Range Achievement Test
Grade Equivalent Scores
and
Learning Expectancy Level

Expected Level Grade Equivalent Scores:
Nursery 4.3, Kindergarten 5.3, Ist Year 6.3
Compared with Perceptual Age Equivalents
As Measured by the
Frostig Test of Visual Motor Perception

KEY
N-Nursery
PK-Pre Kindergarten
K-Kindergarten
1-First Year

							W.R.A.T. Reading		W.R.A.T. Arithmetic												
Student Number	Grade	Chronological Age	Intelligence Quotient	Mental Age	Learning Expectancy Level	Metropolitan Readiness Test	Gr. Equiv. Score	Difference in Gr.Eq. & LEL	Gr. Equiv. Score	Difference in Gr.Eq. & LEL	Perceptual Quotient	Eye-Motor P.A.E.	Difference in PAE & Expected	Figure Ground P.A.E.	Difference in PAE & Expected	Form Constancy P.A.E.	Difference in PAE & Expected	Position in Space P.A.E.	Difference in PAE & Expected	Spatial Relation P.A.E.	Difference in PAE & Expected
B1	N	4-9	89	4.2	N.7		K-1	+1.2	PK-1	+ .2	97	5-3	+1.0	4-9	+ .6	6-0	+1.7	4-9	+ .6	4-0	- .3
B2	N	5-7	93	5.2	PK .9		K-4	+ .5	K-7	+ .8	87	4-9	+ .6	3-3	-1.0	6-0	+1.7	5-0	+ .7	4-0	- .3
B3	N	5-5	100	5.4	K .1		PK-5	- .6	N-8	-1.3	95	4-6	+ .3	4-6	+ .3	5-0	+ .7	4-9	+ .6	4-0	- .3
B4	N	4-9	112	5.3	K .0		1-1	+1.1	K-6	+ .6	118	4-9	+ .6	5-0	+ .7	7-6	+3.3	4-9	+ .6	5-0	+ .7
B5	N	5-0									100	3-9	- .4	4-6	+ .3	6-0	+1.7	4-9	+ .6	4-9	+ .6
B6	N	5-4	103	5.4	K .1		PK-9	- .2	PK-4	- .7	91	4-0	- .3	4-3	+ .0	5-0	+ .7	4-9	+ .6	4-0	- .3
B7	N	4-9	109	5.1	PK .8		K-4	+ .6	PK-6	+ .8	103	4-3	+ .0	4-6	+ .3	5-0	+ .7	5-0	+ .7	4-0	- .3
B8	N	4-10	103	4.9	PK .6		K-3	+ .7	K-5	+ .9	92	4-3	+ .0	4-6	+ .3	3-6	- .7	4-9	+ .6	4-0	- .3
B9	K	6-8	91	6.0	K .7	C	K-8	+ .1	1-0	+ .3	87	5-9	+ .6	6-0	+ .7	6-0	+ .7	4-0	-1.3	7-6	+2.3
B10	K	6-3	109	6.8	1 .5	C	1-2	- .3	1-4	- .1	96	5-0	- .3	5-3	+ .0	7-0	+1.7	5-6	+ .3	7-6	+2.3
B11	K	6-6	91	5.9	K .6	C	1-1	+ .5	K-9	+ .3	96	4-9	- .4	4-6	- .7	5-0	- .3	4-9	- .4	6-0	+ .7
B12	K	6-8	110	7.3	2 .0	D	K-3	-1.7	K-7	-1.3	79	5-9	+ .6	4-6	- .7	5-6	+ .3	5-6	+ .3	5-6	+ .3
B13	K	6-8	87	5.8	K .5	C					81	5-9	+ .6	4-9	- .4	6-3	+1.0	5-0	- .3	5-6	+ .3
B14	K	5-11	83	4.9	PK .6	D	K-4	+ .8	K-6	+1.0	83	4-6	- .7	3-9	-1.4	3-6	-1.7	5-0	- .3	6-0	+ .7
B15	K	6-1	121	7.3	2 .0	C	K-7	-1.3	K-8	-1.2	87	5-0	- .3	5-0	- .3	6-3	+1.0	5-6	+ .3	5-0	- .3
B16	K	6-4	101	6.3	1 .0	C	K-6	- .4	K-7	- .3	76	5-9	+ .6	5-3	+ .0	4-0	-1.3	4-0	-1.3	5-6	+ .3
B17	K	5-10	107	6.2	K.9	C	K-8	- .1	K-7	- .2	92	4-3	-1.0	4-6	- .7	6-3	+1.0	5-6	+ .3	4-9	- 4
B18	K	6-1	91	5.5	K.2	C	K-4	+ .2	K-6	+ .4	96	7-3	+2.0	4-6	- .4	6-0	+ .7	5-6	+ .3	6-0	+ .7
B19	K	5-6	111	6.1	K.8	C	K-4	- .4	K-7	- .1	98	4-9	- .4	4-9	- .4	5-6	+ .3	5-6	+ .3	4-9	- .4
B20	K	6-1	111	6.7	1 .4	C	K-7	- .7	1-2	- .2	96	5-3	+ .0	6-6	+1.3	6-3	+1.0	5-6	+ .3	5-6	+ .3
B21	K	5-8	93	5.2	PK .9	B	1-2	+1.3	1-4	+1.5	100	5-0	- .3	4-6	- .7	5-6	+ .3	6-3	+1.0	6-0	+ .7
B22	K	5-8	97	5.4	K .1	D	K-4	+ .3	K-6	+ .5	92	4-6	- .7	4-9	- .4	3-6	-1.7	6-3	+1.0	4-9	- .4
B23	K	6-1	129	7.8	2 .5	C	K-6	-1.9	1-4	-1.1	81	5-0	- .3	4-9	- .4	3-0	-2.3	6-3	+1.0	4-9	- .4
B24	1	6-11	102	7.0	1 .7		1-2	- .5	1-4	- .3	113	7-0	+ .7	6-6	+ .3	8-3	+2.0	8-9	+2.6	6-6	+ .3
B25	1	7-5	91	6.7	1 .4		1-4	+ .0	1-8	+ .4											
B26	1	6-10	100	6.8	1 .5		1-4	- .1	1-9	+ .4	94	5-0	+1.3	6-0	- .3	8-3	-2.0	6-3	+ .0	7-6	+1.3
B27	1	6-10	93	6.3	1 .0		1-4	+ .4	1-8	+ .8	98	5-9	- .4	4-9	-1.4	6-9	+ .6	8-9	+2.6	6-6	+ .3
B28	1	6-5	107	6.8	1 .5		1-4	- .1	1-4	- .1	96	5-3	-1.0	4-9	-1.4	9-0	+2.7	6-3	+ .0	5-0	-1.3
B29	1	6-11	114	7.8	2 .5		1-5	-1.0	1-8	- .7	85	5-9	- .4	5-3	-1.0	5-6	- .7	5-6	- .7	6-6	+ .3
B30	1	6-10	102	6.9	1 .6		1-7	+ .1	1-9	+ .3	87	6-9	+ .6	4-9	-1.4	5-0	-1.3	6-3	+ .0	7-6	+1.3
B31	1	7-3	106	7.6	2 .3		1-4	- .9	2-2	- .1	106	7-3	+1.0	5-9	- .4	9-0	+2.7	7-0	+ .7	7-6	+1.3
B32	1	7-2	110	7.8	2 .5		1-4	-1.1	2-2	- .3											
B33	1	7-7	86	6.5	1 .2		1-4	+ .2	1-8	+ .6	90	6-9	+ .6	7-0	+ .7	8-3	+2.0	5-0	-1.3	7-6	+1.3
B34	1	7-4	95	6.9	1 .6		1-7	+ .1	2-1	+ .5	104	7-0	+ .7	8-3	+2.0	5-0	-1.3	7-0	+ .7	6-6	+ .3
B35	1	7-5	98	7.2	1 .9		1-5	- .4	1-0	- .9	91	8-6	+2.3	6-0	- .3	4-0	-2.3	6-3	+ .0	8-3	+2.0
B36	1	7-2	110	7.8	2 .5		1-4	-1.1	1-9	- .6	85	5-0	-1.3	5-9	- .4	5-0	-1.3	5-6	- .7	8-3	+2.0
B37	1	7-0	102	7.1	1 .8		1-9	+ .1	1-6	- .2	85	6-9	+ .6	5-6	- .7	5-0	-1.3	5-6	- .7	6-6	+ .3

expected ability in math. Battell School results, when analyzed in terms of expectancy levels show that 51% of the selected children in both reading and math are not achieving at their expected level.

TABLE IV
Percentage of Selected Pupils not Achieving at their Expected Level

	SOUTH SIDE SCHOOL		BATTELL SCHOOL	
	Reading	Math	Reading	Math
Percent of students below their LEL	35%	38%	51%	51%

Individual information related to this discussion is presented in Table V for South Side School and Table VI for Battell School.

Visual Perception:

The Frostig Test of Visual Perception is a standardized test and was used in gaining specialized data of selected students. We have chosen to look at this data in two ways. Tables V and VI report the various selected students scores in the respective buildings, South Side School and Battell School.

Perceptual Age Equivalents (PAE)

This score is given for five sub-divisions of the entire visual perception test. The sub-tests are: Eye-Motor, Figure-Ground, Form Constancy, Position In Space, and Spatial Relationships. In Tables V and VI, we have looked at the PAE as it compares to an arbitrary Grade Level Equivalent and have noted the difference as "Age Discrepancy". Our staff psychologist suggested that if there was more than six months deficiency in any one area, we should consider this an indication that the selected students needed attention. The individual student scores for these tests by sub-test area and by grade level are reported in Appendix E.

Our arbitrary level of concern was set as follows:

TABLE VII
Perceptual Age Equivalent Below which we should be concerned.

Nursery	4.3 (Normal 4.9 - .6)
Kindergarten	5.3 (Normal 5.9 - .6)
First Year	6.3 (Normal 6.9 - .6)

Our staff psychologist and the Frostig instructional program point out that even though the test might be analyzed in five different categories, the test is a standardized test to be considered as a whole, and that remediation ought to use instructional materials in all areas, even though a child shows a weakness in only one or two areas. For this reason, we will consider the PAE in groupings rather than concern for each individual perceptual category which Frostig outlines. We are asking this question: How many children selected show a PAE below our level of concern in two or more of the five subtests? Table VIII is a summary of the results of this question.

TABLE VIII
Number of Children Below the PAE Level of Concern in Two or More Frostig Sub-Tests

	SOUTH SIDE		BATTELL	
Nursery	2		3	
Kindergarten	11		10	
First Year	11		8	
Total	24	64%	21	60%

It can be pointed out that 64% of the selected children at South Side School are in need of visual-perceptual training. The control group at Battell School shows a similar need. It should also be pointed out that this help is needed considerably more at the kindergarten level. This supports the structure of the Unit Teacher Program.

Perceptual Quotient (PQ)

This score is obtained from the Frostig test results. Our staff psychologist felt that it was this score which ought to be compared to the IQ score obtained. Both scores are accessible in Tables V. These scores are related mathematically. We decided to compare these scores and determine how many children have a variation between their Intelligence Quotient and their Perceptual Quotient of more than 14-16 points. A difference of 16 points would mean that there was a statistical significance to the variation.

Considering the Frostig test information in describing the selected children, it can be said that 29% of the children at South Side School show a deficiency when their Perceptual Quotient is compared to their Intelligence Quotient. 31% of the selected children at Battell School show the same kind of deficiency.

Readiness Test

The Metropolitan Reading Readiness Test (MRT) was given to all kindergarten children in Mishawaka during the week of May 6, 1974. We use this information to predict the success of a child as he begins the formal reading process. The scores for those children selected for the Unit Teacher Program are presented in Table IX. It can be pointed out that 94% of the selected children at South Side School and 93% of those at Battell received a C score or below. This compares to 45% of all kindergarten children at South School which received a C rating or below. All kindergarten children at Battell produced 46% with a C or below on the MRT. This information supports our dependence on teacher selection. Appendix F provides individual score reports.

TABLE IX
Metropolitan Reading Readiness Test Scores for South Side School and Battell School

	SOUTH SIDE SCHOOL		BATTELL SCHOOL	
Grade	Selected Students	All Kdg. Students	Selected Stud.	All Kdg. Stud.
A	0	13	0	10
B	1	13	1	11
C	7	12	11	20
D	7	9	3	3
E	1	1	0	0
Total	16	48	15	50
C or Below	15 - 94%	22 - 45%	14 - 93%	23 -46%

Summary of "Gross Measurements":

In summary, it can be said that we have obtained a great deal of information concerning the children we hope to help. We can say with certainty that the children we've chosen to help are for the most part in need of early support in the cognitive skills of reading and math. The testing data provided here contains at least a baseline indication of where our program has started and, hopefully, will provide a basis for fair and valuable evaluation of our efforts in the future.

Other Approaches:

Two other approaches we are using need to be described and their relation to evaluation must be pointed out. The gross measurements of standardized testing provide very little diagnostic help. The Peabody Picture Vocabulary Test and the Wide Range Achievement Test provide little help in knowing a child's individual problem. The Metropolitan Reading Readiness Test and the Frostig Test of Visual Perception, come closer to providing the teacher clues as to a child's learning problems. To supplement this testing program, we have two additional elements in our data gathering scheme:

- Screening for Learning Problems
- Instructional Strategy

Screening for Learning Problems - In addition to the testing already described, we have added the following which will be used with all children in an on-going fashion:

---Wepman - This test is a test for auditory perception. We will utilize testing procedures prescribed by our psychologist, Dr. Jane W. Miller.

--- Audiometric Sweep Test - Our speech and hearing therapists will administer this test.

--- Utilization of a Titmus Machine for more sophisticated visual disorder testing will be administered by our school nurse.

Hopefully, this entire testing procedure, coordinated by the Unit Teacher will produce indications of the kinds of help which will most strongly support our selected children.

Instructional Strategy - We hope to support the early language skills and early arithmetic skills to the point that selected children will be able to reach their individual maximum in achievement. To help define our teaching approach, we have chosen to outline the Pre-Reading Skills in the manner that Mrs. Mary Craighead of Nashville, Tennessee, presented to us in a Title I in-service meeting held this past year. Her outline is to be found in Appendix A of the Nursery School evaluation section." Our Unit Teacher, Mrs. Beverly Edler, has produced performance objectives following the Craighead Pre-Reading Skills and these are produced in Appendix G. Accompanying these objectives is the Check List of Pre-Reading Skills to be utilized by our Unit Teacher.

We hope to produce a similar set of objectives for our arithmetic during the coming year.

In summary, we have provided a basis for sound-gross measurement, sound screening of learning problems, and a sound teaching strategy.

VII. Can you cite specific success stories as, for example, a specific child or children who benefited from the project? Describe briefly. Names are not requested, but the age or grade should be given.

We will certainly provide this information next year. At this time, three weeks of instruction is hardly long enough to produce valuable incidents of this nature.

VIII. What was the total number of staff participating in the 1974 Title I program? Describe any training program involving both teachers and teacher aides.

One fully certified teacher conducts the Unit Teacher Program.

One part-time teacher was hired for a total of sixteen hours to help complete the task of testing. Both the Title I Reading Coordinator and Director of Elementary Education participated in test training and the administering of tests. All were trained by Dr. Jane W. Miller.

Dr. Virginia Calvin of IUSB acted as consultant for the project in its formitive stages. She worked with the Unit Teacher, with the Director of Elementary Education, and with the local building personnel at South Side School in organizing and beginning the new program.

IX. Describe the extent and impact of community and parent involvement in Title I programs in your community, specifically with regards to Comprehensive Planning and Needs Assessment.

The Unit Teacher Program recognizes and has plans for parent-involvement next year. The building principal at South Side School recognizes this as a necessity and our application for next year will provide for on-going active participation of parents of children selected for this program.

SCHOOL CITY OF MISHAWAKA
Appendix A-Unit Teacher Program
Screening Model for Children Participating in The Program

		Ability Achievement Tests		Screening For Learning Problem					Instructional Strategies		
				Perception Tests			Physical Tests				
Level	Classroom Teacher Identification	Peabody Picture Vocabulary Test IQ	WRAT Reading Arithmetic	Metropolitan Readiness Test	Frostig Test of Visual Perception	Wepman Auditory Discrimination Test	Audiometer Screening	Titmus Visual Screening	Craighead Pre-Reading Skills	Houghton-Mifflin Getting Ready To Read	Stern Structural Math
					D		F	G	H		
Nur.	A	B	B			E			↕		
					D				↕		
					D		F	G			J
KDG.	A					E			H	I	↕
				C	D					↕	↕
					D		F	G		↕	↕
1st	A	B	B			E				↕	↕
					D					I	J

Key for Interpretation

A - Indicates that classroom teacher identification occurs at each level
B - Indicates that pre and post test data is collected upon a child's entrance into and exit from the Unit Teacher Program
C - Indicates use of city-wide readiness testing at end of kindergarten
D - Indicates pre and post test data collected as the child uses training materials in the Frostig program
E - Children will be screened for auditory discrimination problems during the year and at those times when it is necessary
F - Children will be screened for general auditory problems by the speech therapist at least once during participation in the program
G - Children will be screened for visual problems using the Titmus machine during the year and at those times when it is necessary
H - Instructional strategy will follow Craighead's Pre-Reading Skills
I - Instructional strategy will follow skills necessary for being successful in the Houghton-Mifflin Reading Program
J - Instructional strategy for arithmetic will follow the goals set forth in the Stern Structural Math Program
(Performance objectives for our local needs are being developed for H-I-J)

SCHOOL CITY OF MISHAWAKA

Appendix B -- Unit Teacher Program

Peabody Picture Vocabulary Test Results

School SOUTH SIDE

NURSERY SCHOOL

Student	Birthdate	IQ
S8	69-7-20	112
S1	68-10-13	105
S3	69-5-15	103
S7	69-1-10	92
S5	68-6-22	91
S2	68-12-16	89
S4	69-5-15	79
S6	68-10-21	77

Mean IQ 93.5

Date Tested 4-26-74

Selected Students-Baseline Data

KINDERGARTEN

Student	Birthdate	IQ
S22	68-4-3	111
S19	68-2-4	111
S17	67-12-23	105
S11	68-8-8	105
S18	68-4-2	103
S24	68-2-21	99
S21	68-5-13	99
S14	68-5-25	97
S13	68-5-31	97
S20	68-7-5	95
S9	67-11-11	95
S16	68-7-13	89
S12	68-8-6	81
S10	67-1-24	69
S23	67-10-23	64
S15	67-9-15	--

Mean IQ 94.6

FIRST YEAR

Student	Birthdate	IQ
S27	67-1-2	114
S33	67-7-19	112
S35	67-7-18	110
S32	67-4-21	102
S38	67-4-6	98
S30	67-3-14	96
S29	67-2-13	95
S31	67-6-30	95
S28	67-5-23	95
S26	66-3-11	92
S39	67-8-9	91
S40	67-1-4	91
S25	67-8-13	89
S36	66-8-6	81
S34	66-7-14	79
S37	66-8-20	78

Mean IQ 94.8

School BATTELL CONTROL GROUP

NURSERY SCHOOL

Student	Birthdate	IQ
B4	69-7-17	112
B7	69-8- 4	109
B8	69-7- 9	103
B6	68-12-22	103
B3	68-12-7	100
B2	68-10-11	93
B1	69-7-19	89
B5	69-4-21	--

Date Tested 4-26-74

Selected Students-Baseline Data

Mean IQ 101

KINDERGARTEN

Student	Birthdate	IQ
B23	68-3-13	129
B15	68-3-27	111
B19	68-11-7	111
B12	67-9-5	110
B10	68-1-30	109
B17	68-7-9	107
B16	67-12-29	101
B22	68-8-20	97
B21	68-8-30	93
B18	68-4-2	91
B11	67-11-5	91
B9	67-9-9	91
B13	67-8-18	87
B14	68-5-21	83

Mean IQ 102.13

FIRST YEAR

Student	Birthdate	IQ
B29	67-5-26	114
B36	67-2-23	110
B32		110
B28	66-11-18	107
B31	66-12-31	106
B24	67-5-23	102
B37	67-4-18	102
B30		102
B26	67-7-8	100
B35	66-12-10	98
B34	66-12-1	95
B27	67-6-15	93
B25	66-12-5	91
B23	66-9-27	86

Mean IQ 101

SCHOOL CITY OF MISHAWAKA

Appendix C -- Unit Teacher Program

Wide Range Achievement Test Results -- Reading and Arithmetic

School SOUTH SIDE

NURSERY SCHOOL				KINDERGARTEN				FIRST YEAR			
	Reading		Arith.		Reading		Arith.		Reading		Arith.
Stud.	Gr.Eq.	Stud.	Gr.Eq.	Stud.	Gr.Eq.	Stud.	Gr.Eq.	Stud.	Gr.Eq.	Stud.	Gr.Eq.
S8	1.1	S1	K-6	S22	1.3	S19	1.2	S33	2.8	S40	2.4
S4	K-4	S8	K-6	S13	K-8	S11	K-9	S25	1.7	S31	2.4
S2	K-4	S6	K-6	S21	K-8	S22	K-7	S31	1.7	S25	2.4
S7	K-4	S7	K-3	S19	K-8	S13	K-7	S30	1.6	S38	2.2
S5	K-3	S3	K-1	S10	K-7	S21	K-7	S32	1.6	S29	2.2
S6	K-2	S5	PK-1	S14	K-7	S10	K-7	S29	1.5	S33	2.2
S3	K-2	S2	N-8	S11	K-6	S23	K-6	S40	1.5	S36	2.1
S1	K-2	S4	N-4	S20	K-6	S24	K-6	S28	1.4	S34	2.1
				S24	K-5	S17	K-5	S35	1.4	S30	2.1
				S16	K-4	S18	K-5	S27	1.4	S32	2.1
				S9	K-4	S16	K-5	S34	1.4	S28	1.9
				S18	K-4	S14	K-5	S37	1.4	S35	1.6
				S17	K-3	S20	K-5	S36	1.4	S37	1.4
				S12	PK-9	S9	K-4	S38	1.4	S27	1.4
				S23	PK-4	S12	PK-2	S26	1.2	S26	1.2
				S15	PK-1	S15	---	S39	K.6	S39	K.2

Date Tested 4-26-74

Selected Students--
Baseline Data

School BATTELL CONTROL GROUP

NURSERY SCHOOL				KINDERGARTEN				FIRST YEAR			
	Reading		Arith.		Reading		Arith.		Reading		Arith.
Stud.	Gr.Eq.	Stud.	Gr.Eq.	Stud.	Gr.Eq.	Stud.	Gr.Eq.	Stud.	Gr.Eq.	Stud.	Gr.Eq
B4	1.1	B2	K-7	B21	1.2	B23	1.4	B37	1.9	B31	2.2
B2	K-4	B4	K-6	B10	1.2	B21	1.4	B34	1.7	B32	2.2
B7	K-4	B8	K-5	B11	1.1	B10	1.4	B30	1.7	B34	2.1
B8	K-3	B7	PK-6	B9	K-8	B20	1.2	B29	1.5	B26	1.9
B1	K-1	B6	PK-4	B17	K-8	B9	1.0	B35	1.5	B36	1.9
B6	PK-9	B1	PK-1	B20	K-7	B11	K-9	B33	1.4	B30	1.9
B3	PK-5	B3	N-8	B15	K-7	B15	K-8	B25	1.4	B33	1.8
B5	---	B5	---	B16	K-6	B19	K-7	B27	1.4	B29	1.8
				B23	K-6	B17	K-7	B36	1.4	B25	1.8
				B14	K-4	B12	K-7	B32	1.4	B27	1.8
				B19	K-4	B16	K-7	B28	1.4	B37	1.6
				B18	K-4	B14	K-6	B31	1.4	B24	1.4
				B22	K-4	B18	K-6	B26	1.4	B28	1.4
				B12	K-3	B22	K-6	B24	1.2	B35	1.0
				B13	---	B13	---				

Date Tested 4-26-74

Selected Students--
Baseline Data

SCHOOL CITY OF MISHAWAKA

Appendix D -- Unit Teacher Program

Grade Equivalents for Computing Learning Expectancies

MA-5.3	Corresponding Grade Equivalent	MA-5.3	Corresponding Grade Equivalent
+1.5	1,5	-.1	PK.9
+1.4	1.4	-,2	PK,8
+1.3	1.3	-.3	PK.7
+1.2	1.2	-.4	PK.6
+1.1	1.1	-.5	PK.5
+1.0	1.0	-.6	PK.4
+ .9	K.9	-.7	PK.3
+ .8	K.8	-.8	PK.2
+ .7	K.7	-.9	PK.1
+ .6	K.6	-1.0	PK.0
+ .5	K.5	-1.1	N.9
+ .4	K.4	-1.2	N.8
+ .3	K.3	-1.3	N.7
+ .2	K.2	-1.4	N.6
+ .1	K.1	-1.5	N.5
+ .0	K.0	-1.6	N.4
		-1.7	N.3
		-1.8	N 2
		-1.9	N.1
		-2,0	N.0

SCHOOL CITY OF MISHAWAKA
Appendix E -- Unit Teacher Program
Frostig Developmental Test of Visual Perception Results

School SOUTH SIDE - Nursery School

Eye-Motor		Figure-Ground		Form Constancy		Pos. in Space		Spatial Relation	
Student	PAE	Student	PAE	Student	PAE	Student	PAE	Student	PAE
S7	6-0	S7	5-3	S6	6-0	S7	6-3	S6	6-0
S1	5-0	S6	4-9	S4	5-0	S1	5-0	S7	5-6
S8	5-0	S8	4-9	S8	4-6	S8	4-9	S5	4-9
S6	4-9	S1	4-6	S1	4-0	S5	4-0	S4	4-9
S4	4-6	S4	3-6	S7	3-6	S6	4-0	S1	4-9
S5	2-9	S5	3-6	S5	3-0	S4	2-6	S8	4-0
S2	---	S2	---	S2	---	S2	---	S2	---
S3	---	S3	---	S3	---	S3	---	S3	---

Kindergarten

Eye-Motor		Figure-Ground		Form Constancy		Pos. in Space		Spatial Relation	
Student	PAE	Student	PAE	Student	PAE	Student	PAE	Student	PAE
S23	6-9	S24	8-3	S22	7-0	S17	7-0	S22	6-6
S22	6-3	S16	6-6	S10	6-9	S13	7-0	S18	6-6
S20	6-0	S20	6-6	S20	6-9	S12	7-0	S10	6-0
S18	6-0	S23	5-9	S18	6-9	S9	5-6	S24	6-0
S24	5-9	S22	5-9	S12	6-3	S24	5-6	S17	6-0
S9	5-9	S9	5-3	S16	6-3	S11	5-6	S13	5-6
S17	4-6	S17	5-3	S13	5-0	S18	5-6	S12	5-6
S11	5-3	S10	4-9	S11	5-0	S20	5-6	S23	5-0
S12	5-0	S21	4-6	S21	5-0	S10	5-6	S16	5-0
S21	5-0	S12	4-6	S17	4-6	S22	5-6	S20	5-0
S14	4-6	S11	4-6	S24	4-6	S16	5-0	S9	5-0
S10	4-6	S16	4-3	S23	4-0	S23	4-9	S14	4-9
S16	4-0	S13	3-6	S15	3-0	S21	4-9	S15	4-9
S13	4-0	S14	3-3	S14	2-6	S15	4-0	S11	4-9
S15	3-9	S15	2-6	S9	2-6	S14	3-3	S21	4-0
S19	---	S19	---	S19	---	S19	---	S19	---

First Year

Eye-Motor		Figure-Ground		Form Constancy		Pos. in Space		Spatial Relation	
Student	PAE	Student	PAE	Student	PAE	Student	PAE	Student	PAE
S30	7-0	S31	8-3	S38	9-0	S34	8-9	S31	8-3
S26	6-9	S28	8-3	S40	9-0	S32	8-9	S40	8-3
S29	6-9	S25	8-3	S29	9-0	S27	7-0	S28	8-3
S34	6-0	S32	6-6	S31	9-0	S30	7-0	S30	8-3
S40	6-0	S34	6-6	S32	9-0	S28	7-0	S27	8-3
S37	5-9	S29	6-6	S28	8-3	S29	7-0	S32	8-3
S36	5-9	S27	5-9	S33	7-6	S38	7-0	S34	8-3
S25	5-9	S40	5-9	S26	7-0	S25	7-0	S33	7-6
S27	5-3	S30	5-6	S30	7-0	S26	7-0	S26	7-6
S32	5-3	S33	5-3	S27	6-9	S33	6-3	S29	7-6
S35	5-0	S38	5-0	S39	6-3	S40	6-3	S36	6-6
S28	5-0	S35	5-0	S36	6-0	S36	5-6	S25	6-6
S33	5-0	S36	4-9	S34	5-6	S37	5-0	S39	6-0
S38	5-0	S26	4-9	S37	4-6	S31	5-0	S38	5-6
S31	4-9	S37	4-3	S35	3-6	S39	4-9	S35	5-0
S39	4-6	S39	3-3	S25	2-6	S35	3-3	S37	5-0

Selected Students-Baseline PAE-Perceptual Age Equivalents

SCHOOL CITY OF MISHAWAKA
Appendix E -- Unit Teacher Program N, K, and 1
Frostig Developmental Test of Visual Perception Results

School BATTELL CONTROL GROUP-Nursery School

Eye-Motor		Figure-Ground		Form Constancy		Pos. in Space		Spatial Relation	
Student	PAE	Student	PAE	Student	PAE	Student	PAE	Student	PAE
B1	5-3	B4	5-0	B4	7-6	B7	5-0	B4	5-0
B4	4-9	B1	4-9	B2	6-0	B2	5-0	B5	4-9
B2	4-9	B5	4-6	B5	6-0	B8	4-9	B1	4-0
B3	4-6	B8	4-6	B1	6-0	B3	4-9	B6	4-0
B7	4-3	B7	4-6	B6	5-0	B6	4-9	B3	4-0
B8	4-3	B3	4-6	B3	5-0	B1	4-9	B8	4-0
B6	4-0	B6	4-3	B7	5-0	B5	4-9	B2	4-0
B5	3-9	B2	3-3	B8	3-6	B4	4-9	B7	4-0
				Kindergarten					
B18	7-3	B20	6-6	B10	7-0	B23	6-3	B9	7-6
B13	5-9	B 9	6-0	B17	6-3	B22	6-3	B10	7-6
B16	5-9	---	---	B13	6-3	B21	6-3	B11	6-0
B12	5-9	B10	5-3	B15	6-3	B19	5-6	B14	6-0
B 9	5-9	B16	5-3	B20	6-3	B12	5-6	B18	6-0
B20	5-3	B15	5-0	B18	6-0	B18	5-6	B21	6-0
B15	5-0	B22	4-9	B 9	6-0	B20	5-6	B16	5-6
B10	5-0	B19	4-9	B12	5-6	B15	5-6	B13	5-6
B21	5-0	B23	4-9	B21	5-6	B17	5-6	B20	5-6
B23	5-0	B13	4-9	B19	5-6	B10	5-6	B12	5-6
B11	4-9	B17	4-6	B11	5-0	B14	5-0	B15	5-0
B19	4-9	B11	4-6	B16	4-0	B13	5-0	B17	4-9
B22	4-6	B21	4-6	B14	3-6	B11	4-9	B19	4-9
B14	4-6	B12	4-6	B22	3-6	B16	4-0	B22	4-9
B17	4-3	B18	4-6	B23	3-0	B 9	4-0	B23	4-9
		B14	3-9						
				First Year Primary					
B35	8-6	B34	8-3	B28	9-0	B27	8-9	B36	8-3
B36	7-3	B33	7-0	B31	9-0	B24	8-9	B35	8-3
B24	7-0	B24	6-6	B26	8-3	B34	7-0	B33	7-6
B34	7-0	B26	6-0	B24	8-3	B31	7-0	B26	7-6
B33	6-9	B35	6-0	B33	8-3	B35	6-3	B30	7-6
B30	6-9	B36	5-9	B27	6-9	B30	6-3	B31	7-6
B36	5-0	B31	5-9	B29	5-6	B26	6-3	B29	6-6
B37	6-9	B37	5-6	B37	5-0	B28	6-3	B37	6-6
B27	5-9	B29	5-3	B36	5-0	B36	5-6	B34	6-6
B29	5-9	B28	4-9	B34	5-0	B37	5-6	B24	6-6
B28	5-3	B27	4-9	B30	5-0	B29	5-6	B27	6-6
B26	5-0	B30	4-9	B35	4-0	B33	5-0	B28	5-0
B25	---	B25	---	B25	---	B25	---	B25	---
B32	---	B32	---	B32	---	B32	---	B32	---

Selected Students-Baseling PAE-Perceptual Age Equivalents

SCHOOL CITY OF MISHAWAKA
Appendix F -- Unit Teacher Program N, K, and 1
Metropolitan Readiness Test -- Kindergarten

School SOUTH SIDE

Student	Letter Score
S22	B
S18	C
S17	C
S13	C
S16	C
S11	C
S21	C
S19	C
S10	D
S24	D
S12	D
S23	D
S20	D
S9	D
S15	D
S14	E

Date Tested 5-6-74

School BATTELL CONTROL GROUP

Student	Letter Score
B21	B
B11	C
B10	C
B9	C
B18	C
B16	C
B13	C
B20	C
B15	C
B17	C
B19	C
B23	C
B14	D
B12	D
B22	D

Date Tested 5-6-74

SCHOOL CITY OF MISHAWAKA
Appendix G -- Unit Teacher Program
Teaching Strategies

A. Language Development Performance Objectives

1. Given Movable Melvin, the child will be able to point to 30 out of 32 body parts when given oral direction by the teacher.

2. When shown an object or a picture of an object, the child will be able to orally state the name and function of at least 10 out of 12 items in the kitchen, bathroom, bedroom, garage and basement.

3. When shown an object or a picture of an object, the child will be able to orally state the name and function of at least 10 out of 12 items in the classroom and on the playground.

4. When shown an object or a picture of an object, the child will be able to orally state the name and function of at least 10 out of 12 items in his neighborhood.

5. The child will be able to make books about the following categories: animals, clothes, furniture, food, toys, tools, work time, play time.

6. When given fifteen picture cards, and any three category boxes from the above list, the child will be able to place the pictures in the correct box and explain why each picture belongs in a particular box.

7. When shown any of the eight primary colors, the child will be able to give the color name.

8. When given oral directions by the teacher, the child will be able to demonstrate the meaning of 12 out of 14 sets of positional words--either physically or on paper. EXAMPLE: Physically - "Put the book under the chair."
   On paper - "Draw the cat under the tree."

9. When shown picture cards or an actual set of objects, the child will be able to point to the correct picture or object 8 out of 10 times when asked to show the meaning of qualitative words. EXAMPLE: "Point to the smallest chair."

10. When shown picture cards or an actual object, the child will be able to orally give the quantitative description of at least 16 out of 20 different items.

11. When orally given multiple meaning words, the child will be able to explain at least two meanings for each word 6 out of 8 times.EXAMPLE: Bark--on a tree or a dog's bark.

12. When orally given the singular of a noun the child will be able to respond orally with the plural form 6 out of 8 times. EXAMPLE: Foot - Feet

B. Visual Discrimination Performance Objectives

1. Given a set of ten picture cards with likenesses and differences in gross objects, the child will be able to pick one object that doesn't belong with the others and explain why 8 out of 10 times.

2. Given two sets of ten design cards, the child will be able to match designs of varying difficulty 8 out of 10 times.

3. Given two sets of ten shape cards, the child will be able to match shapes of varying difficulty 8 out of 10 times.

4. Given a set of ten design cards, the child will be able to point to the design that goes the wrong way and explain how it's different from the other design 8 out of 10 times.

5. Given two sets of ten color cards, the child will be able to match 10 out of 10 different colors.

6. For each primary color, a child will be able to name two other objects around him that are the same color.

7. Given two sets of upper case flannel letters, the child will be able to match 26 letters correctly.

8. Given two sets of lower case flannel letters the child will be able to match 26 letters correctly.

9. Given one set of upper case letters and one set of lower case letters, the child will be able to match 26 letters correctly.

10. The child will be able to orally say the alphabet.

11. When shown any letter of the alphabet, the child will be able to name the letter.

12. When given a set of the letters of the alphabet, the child will be able to put the letters in alphabetical order.

13. From a group of primary color words on tagboard, the child will be able to pick out any of the primary color words when given oral direction by the teacher.

14. From a group of ten number words on tagboard, the child will be able to pick out any of the number words from 1 to 10 when given oral direction by the teacher.

C. Visual Motor Perception Performance Objectives

1. The child will be able to trace at least 10 out of 12 simple designs of varying difficulty.

2. The child will be able to cut at least 10 out of 12 shapes and designs of varying difficulty.

3. The child will be able to complete at least 10 out of 12 simple designs of varying difficulty.

4. When given tangrams, beads or blocks, the child will be able to reproduce at least 10 out of 12 designs of varying difficulty.

5. Given dot patterns the child will be able to reproduce at least 10 out of 12 dot patterns of varying difficulty.

6. Given sequence patterns using shapes, letters, numbers and words, the child will be able to complete at least 10 out of 12 sequence patterns in each area.

D. Auditory Performance Objectives

1. The child will be able to say 4 out of 5 nursery rhymes taught by the teacher.

2. The child will be able to match at least 10 out of 12 picture cards that rhyme.

3. When given one word orally, the child will be able to say two additional words that rhyme with the given word 10 out of 12 times. (Nonsense words are acceptable.)

4. The child will be able to make all consonant sounds when directed to do so by the teacher.

5. When given any consonant sound orally the child will be able to write the symbol on the blackboard.

6. When given three words orally, the child will be able to pick out two words that begin alike 10 out of 12 times.

7. When given one word orally, the child will be able to name at least two other words that begin with the same letter 10 out of 12 times, when given direction to do so.

8. When given direction by the teacher to do so, the child can make the long and short vowel sounds.

9. When the sound is given orally, the child will be able to write the symbol for the long and short vowels 10 out of 12 times.

10. When given three words orally, the child will be able to pick out and state two words that have the same vowel sound in them 10 out of 12 times.

SCHOOL CITY OF MISHAWAKA

PRE-READING SKILLS CHECK LIST-LANGUAGE DEVELOPMENT

		NAME OBJECTS AND THEIR FUNCTION				CATEGORIZE					
NAME	BODY PARTS	HOME	SCHOOL	NEIGHBOR-HOOD	FOOD	CLOTHING	TOOLS	ANIMALS	FURNITURE	WORK TIME	PLAY TIME

LANGUAGE DEVELOPMENT, Continued

NAME	PRIMARY COLORS	SHADES OF COLORS	POSITIONAL WORDS	QUANTITATIVE WORDS	QUALITATIVE WORDS	MULTIPLE MEANING WORDS	CORRECT VERB FORMS	CORRECT PRONOUNS	PLURALS

PRE-READING SKILLS CHECKLIST-VISUAL DISCRIMINATION

	LIKENESSES AND DIFFERENCES IN GROSS OBJECTS		LIKENESSES AND DIFFERENCES IN SHAPES AND DESIGNS		LIKENESSES AND DIFFERENCES IN COLOR	
NAME	MATCH LIKE OBJECTS ____	PICK OUT THE ONE THAT IS DIFFERENT ____	MATCH LIKE SHAPES AND DESIGNS ____	PICK OUT THE ONE THAT IS DIFFERENT ____	MATCH SAME COLORS ____	NAME 2 OBJECTS THE SAME COLOR AS: ____

VISUAL DISCRIMINATION, Continued

NAME	MATCH UPPER CASE LETTERS	MATCH LOWER CASE LETTERS	MATCH UPPER AND LOWER CASE LETTERS	KNOWS ALPHABET	CAN ALPHABETIZE	COLOR WORDS	NUMBER WORDS

PRE-READING SKILLS CHECKLIST-AUDITORY SKILLS

NAME	CAN SAY NURSERY RHYMES	CAN PICK OUT AND STATE WORDS THAT RHYME	MATCH RHYMING PICTURES	RHYME WORDS ORALLY	SAY CONSONANT SOUNDS	CAN ASSOC. SOUND AND SYMBOL FOR CONSONANTS	CAN WRITE SYMBOL FOR CONSONANTS	CAN HEAR AND PICK OUT WORDS THAT SOUND ALIKE	CAN SAY WORDS THAT BEGIN THE SAME WAY

AUDITORY SKILLS, Continued

NAME	SAY LONG VOWEL SOUNDS	ASSOC. LONG VOWEL AND SYMBOLS	WRITE SYMBOL FOR LONG VOWEL SOUND	SAY SHORT VOWEL SOUNDS	ASSOC. SHORT VOWEL AND SYMBOLS	WRITE SYMBOL FOR SHORT VOWEL	CAN HEAR & PICK OUT WORDS THAT HAVE SAME VOWEL SOUND	CAN SAY WORDS THAT HAVE SAME VOWEL SOUND

PRE READING SKILLS CHECKLIST-VISUAL MOTOR PERCEPTION

NAME	TRACE SIMPLE DESIGNS	CUT SHAPES AND DESIGNS	COMPLETE DESIGNS	REPRODUCE DESIGNS WITH BEADS, BLOCKS, ETC.	REPRODUCE DOT-TO-DOT PATTERNS	SEQUENCE			
						SHAPES	LETTERS ABC-ABC	NUMBERS 1234- 1234	WORDS CAT-DOG CAT-DOG

SCHOOL CITY OF MISHAWAKA

ESEA TITLE I ANNUAL EVALUATION REPORT FOR FY74

Name of Project VARIED REMEDIAL INSTRUCTION FOR INSTITUTIONALIZED CHILDREN

Total Cost of Project $12,788 Date Started September 4,1973 Date Ended August 31, 1974

I. What type and age of children are participating in the project? Indicate grade levels, public and/or non public, drop-outs, and pre-schoolers when appropriate.

The age of those participating in the Title I program at the Family and Children Center ranged from 12 to 17, the fifth to the tenth grade. All attended public schools. Eight to ten were enrolled on a part-time basis. In terms of ability levels, these children may be described as dull, to dull-normal, to average. Although the majority of the children have average ability potential, many suffer emotional handicaps which deter them from performing well in school. These handicaps may also be coupled with moderately to severely low achievement records which are remediable with intensive instruction. These children may be described as pre-delinquent by virtue of their having been placed in the institution by court order either through welfare or juvenile court.

II. Describe the project. Give a brief narrative description high-lighting unique or outstanding features.

The goals of the program are two-fold: first to raise the academic level of the institutionalized children; and secondly, to help the emotionally handicapped child to establish himself in a reasonably secure fashion within the framework of the regular school. In both areas the program has become more important as the program instructors, the institutional staff, and the schools' personnel determine more readily a student in need of a shorter school day or as needing some type of special help. This happens in the junior high particularly. Frequently a child is so lagging in basic skill areas, it is more profitable for him to return earlier from school to concentrate in the basic areas of reading and math on a more individual level.

For those excluded from school, or those who have dropped-out, emphasis was on preparation for readmittance to school, or preparation for some vocational activity.

Instruction was conducted at the Family Center in the late afternoon and early evening. During the past fiscal year, 8 to 10 students attended public schools in the morning and received individual instruction at the Center in the afternoon. Other children participating in the program but attending school full time received individual instruction after school hours. Two certified teachers were assigned to the program on a half-time basis. The total work day was comprised of 6½ hours. During the summer session a four hour work day was observed, again utilizing two teachers, which greatly facilitated one-to-one instruction.

Instructional activity in remedial areas was conducted on an individual or small group basis after determination of the area or areas in which the participant was weak. Additional drill and instruction in the basic skills of mathematics and reading comprised much of the program. However, assistance was also given in other areas of the school curriculum in which the participant was experiencing difficulty.

An outstanding feature of the program included direct communication between the Title I staff at the Family Center and the classroom teachers of a number of the participants. The importance of such was to pin-point the nature of the child's problems with regard to his classroom activities, be they behavioral or lack of pre-requisite skills. The importance of this aspect cannot be underestimated since in some cases it created a significant change in a given child's attitude and achievement in the classroom since he then recognized the direct correlation between the program at the Family Center and the classroom itself.

In the past four and one half years (the length the program has been in process at the Family Center) there have always been one or two children not participating in a full-time schedule in the public schools, by reason of dropping-out, or not being able to handle a full schedule in the school classroom. The Title I program was adaptable for this type of child. In the case of the school drop-out, the objective of the program was to provide motivation and support for this student to return to school at least until his age made it feasible for him to pursue vocational training. However, in cases in which return to school was not possible, the project provided a study program at the Center. This study program was basically oriented to practical mathematics and communication skills. Additionally, attempts were made to locate these young people in the Indiana Vocational and Technical School in South Bend.

During the past year there was a greater number of children who were unable to attend school on a full time basis, and therefore were placed in the program at the Family Center for a portion of the regular school day. The number of children involved in only a part-time day increased particularly on the junior high and senior high levels. Between 8 and 12 students throughout the year were returning early from school to receive either remedial or tutorial help from the program. The objective was maintained that the child return to a normal school day as quickly as possible once he or she was judged able to handle the academic program or able to adapt emotionally to a regular school setting.

III. What is the total number of children who are involved in your Title I program? Count a child only once regardless of the number of programs in which he participates.

The number of children involved in the Title I program at the Family Center this past fiscal year was 49. The average daily number that the instructor met was 20 to 22.

IV. (a) Have you used any state funds to augment your Title program? If so, describe the programs involved, giving data such as objectives, number of participants, and level of funding.

(b) Have you coordinated your Title I program with federally funded programs?

(c) What were these programs and what agencies were involved?

(a) The program was entirely supported with Title I funds. No local or state funds are available. The Family and Children's Center is supported by per diem payments from the county of the inhabitant's residence and by United Fund contributions.

(b-c) Priority is given those institutionalized children who might benefit from the Title I Special Reading Program in the public schools.

V. What effect has the Title I program had on the administrative structure of educational practice in your school system?

Because the project was confined to those children at the Center itself, it has had no effect on the administrative structure in the school system.

VI. What evidence is there that the project has been effective?

Evidence that the program has experienced some significant success is apparent in the case studies presented in answer to Question VII, the documentation at the end of the evaluation in the pre and post-testing done on those participants for whom testing was feasible, and in some cases actual improvement in the grades the children received in school. Improvement in over-all attitude toward school was recognized in some cases not only by the child's individual case worker at the institution, but also by the child's classroom instructor. Because of the diversity of ability levels, and the not-so-measurable emotional and cultural deprivations of some of these children, "success" must be measured in small steps. For some children, "success" may be simply not failing a class.

The effectiveness of the program has also been enhanced by better communication with school administrators, counselors, and the classroom teachers themselves in regard to those children served by the program. Because of the increased instructional time made possible by the second half-day teacher, there was more time available for school visitations by one or both teachers. The interaction between the Title I staff, the classroom teachers and counselors has always been of great benefit to the student. In some cases, this interaction between teachers and Title I staff was the turning point for the child in a given class.

In addition, many of the residents at the Family and Children Center are served by the local Mental Health Clinic. On some occasions the center staff met with the Mental Health Clinic staff to discuss the problems of the particular child in order to evaluate the best course to follow in serving the child.

Michael (#2), a 12 year old black child plagued the school from the day he entered. Although placed in special classes, Michael had a penchant for wandering at whim from room to room rather than staying in the classroom assigned. He would "beat the school game" one way or another. Agreeably uncontrollable aptly describes Michael. In the project, Michael concentrated mainly on his arithmetic. "As the pre and post-testing indicates, his conceptualization as well as his computation improved considerably." Michael has a long way to go, however in adjusting to the school environment. Next year, because of his age, he will be placed in the junior high special education program. Hopefully, his reading will begin to progress in accordance with his success in math.

* *

Jerry (#3), a small wiry sixth grader has been in the Title I project for almost two years and just now we are really seeing success. Last year his reading level was only slightly higher than second grade, and his classroom teacher recently reported his final testing as placing him at 4.5. Jerry experienced many problems in arithmetic, and really tackled it this past summer. His test results show tremendous improvement and Jerry could hardly contain himself in his own pride.

* *

P.J. (#8), a 12 year old victim of the child beating syndrome came to the Family Center in August of 1973. He entered school, was placed in the 5th grade, and it became repidly apparent he could not handle a full day of school largely due to his lack of control. He kept the class in a constant uproar, picking fights, pounding on desks, kicking over tables and chairs, etc. Daily telephone conferences between the principal and the Center staff soon became common. P.J. was untestable, for all purposes a non-reader, and apparently could perform few if any math skills. His concentration span was practically nil. Even in art class, his project would end up in total destruction if he made the slightest error. P.J. was, and still is, a frustrated child as well as a frustration to anyone trying to help him. He didn't need help, didn't want help, and wouldn't have help from anyone --period. There is no post testing in either area for P.J. The purpose for including P.J.'s test scores was to indicate the success of his having even taken a formal test. P.J. has progressed, if only in being able to work without pounding on the desks or destroying ten pencils in one hour's session. This is success, unimaginable to someone who has never dealt with such a child. It is difficult to foretell what the future will hold for P.J. It is hoped that with the continued cooperation between his school and the staff at the Center that P.J. will now commence to succeed in keeping with his abilities.

VIII. What was the total number of staff participating in the 1974 Title I program? Describe any training program involving both teachers and teacher aides.

The number of staff participating in the program was two one-half day certified teachers. The summer program also included two teachers. Inservice training for both instructors was confined to the attendence of meetings with Title I Special Reading Teachers in the area.

IX. Describe the nature and extent of the community and parent involvement in the Title I programs in your community.

The case workers of the institutional staff at the Family and Children Center provide a great deal of help to the project. Background information regarding the child's emotional maladjustments is vital to the understanding of the child by the project teachers.

XI. Any additional statements by the LEA in evaluation for the fiscal year of 1974 would be appreciated.

In this evaluation, the evaluator has attempted to focus on the positive aspects of the Title I project at the Family and Children Center by featuring the successes of many of the participants by way of testing results and case studies. Both methods are in order and valid as every program must have some rationale by which to justify its existence. As stated previously, the objectives of the project have always been two fold: to remedy the participants deficiencies in basic skill areas, and to aid in school adjustments with the goal being improved performance in school. With this in mind, it must be pointed out that while the testing data indicates the progress a participant makes from pre-testing to post-testing, this performance cannot be attributed solely to the project itself. The imput a child receives from school itself is an unquantified variable. However, since most classes, particularly at the junior and senior high level, are not remedial in nature, it can be assumed that the Title I project can credit itself with much of the success a participant achieves on the testing data.

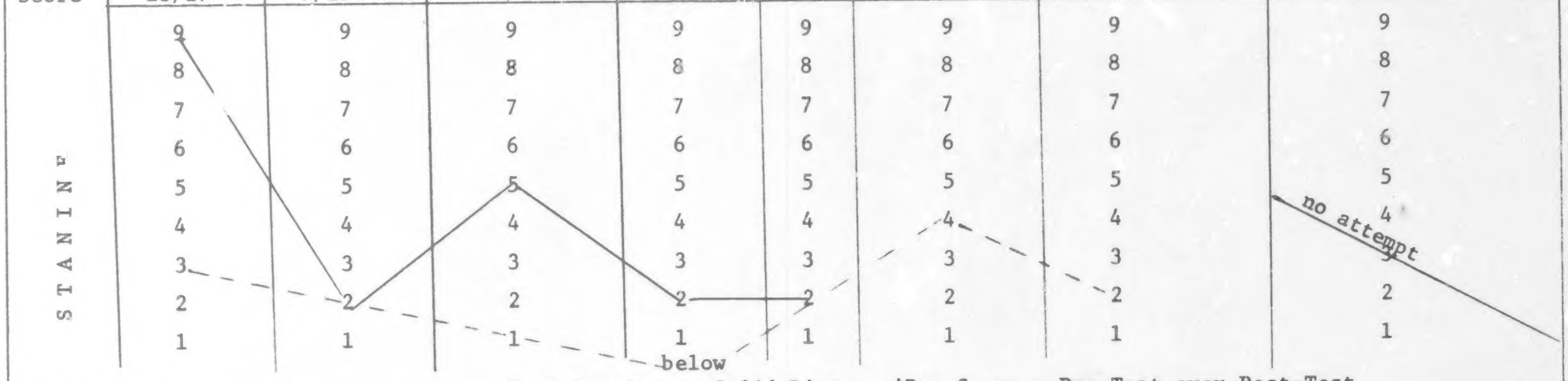
It has been stated in previous years' evaluations that subjective measurement has its place in a unique program such as this. Perhaps to enlarge upon this, the success of the program can also be recognized not only in specific case studies of the participants themselves, but also in the response from the administrators and teachers of the various schools with which the project relates. The majority of the children placed at the Family Center have always had a variety of school problems (truancy, under-achievement, misbehavior, etc. . . . . .) and therefore can be anticipated to have special problems in school during placement. The cooperation of the classroom teachers, counselors, and principals of these various schools with the Title I program has been remarkably good. Such cooperation between professionals can only be a mark of success for any given project.

STANFORD DIAGNOSTIC ARITHMETIC TEST
LEVEL 11

Math Strengths and Weaknesses Revealed in Pre and Post Testing

School Family and Children Center Grade 5 Student 3 Teacher Sara Mauro

Test	Concepts		Computation			Common Fractions		Decimal Fractions and Percent
	Number Systems & Operations	Decimal Place Value	Addition and Subtraction	Multiplication	Division	Understanding	Computation	
*Raw Score	13/27	7/10	4/19	0/6	2/2	6	2	



Pre-Testing -- Dotted Line

Date June 5, 1974

Post-Testing — Solid Line

Date July 29, 1974

*Raw Score = Pre-Test over Post-Test

Total Scores		Raw	Grade Score	Stanine		Raw	Grade Score	Stanine		Raw	Stanine
	Pre Test I	20	4.2	1	Pre Test II	6	3.2	1	Pre Test III	8	3
	Post Test I	37	6.6	5	Post Test II	27	4.7	2	Post Test III		

STANFORD DIAGNOSTIC ARITHMETIC TEST
LEVEL 11

Math Stengths and Weaknesses Revealed in Pre and Post Testing

School Family and Children Center Grade 7 Student 5 Teacher Sara Mauro

Test	Concepts		Computation			Common Fractions		Decimal Fractions and Percent
	Number Systems & Operations	Decimal Place Value	Addition and Subtraction	Multiplication	Division	Understanding	Computation	
*Raw Score	5/10	3/5	0/14	0/3	0/1	1	0	
STANINE	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7
	6	6	6	6	6	6	6	no attempt 6
	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1
			below				below	

Pre-Testing -- Dotted Line   Post-Testing -- Solid Line   *Raw Score = Pre-Test over Post-Test

Date October 5, 1974   Date August 1, 1974

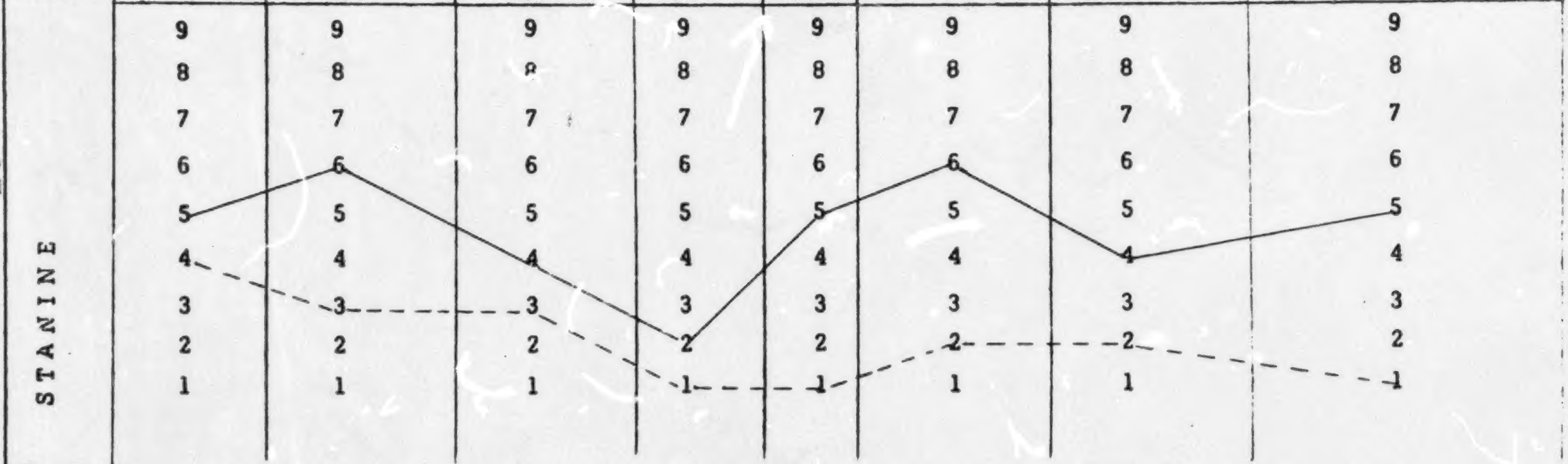
Total Scores		Raw	Grade Score	Stanine		Raw	Grade Score	Stanine		Raw	Stanine
	Pre Test I	5	2.0	1	Pre Test II	Scored	Zero		Pre Test III		
	Post Test I	15	3.3	1	Post Test II	18	4.0	1	Post Test III		

STANFORD DIAGNOSTIC ARITHMETIC TEST
LEVEL 11

Math Strengths and Weaknesses Revealed in Pre and Post Testing

School Family and Children Center Grade 7 Student 6 Teacher Sara Mauro

Test	Concepts		Computation			Common Fractions		Decimal Fractions and Percent
	Number Systems & Operations	Decimal Place Value	Addition and Subtraction	Multiplication	Division	Understanding	Computation	
*Raw Score	16/23	13/23	15/19	5/12	4/15	5/18	2/16	3/27



Pre-Testing -- Dotted Line

Date July 16, 1973

Post-Testing — Solid Line *Raw Score = Pre-Test over Post-Test

Date July 25, 1974

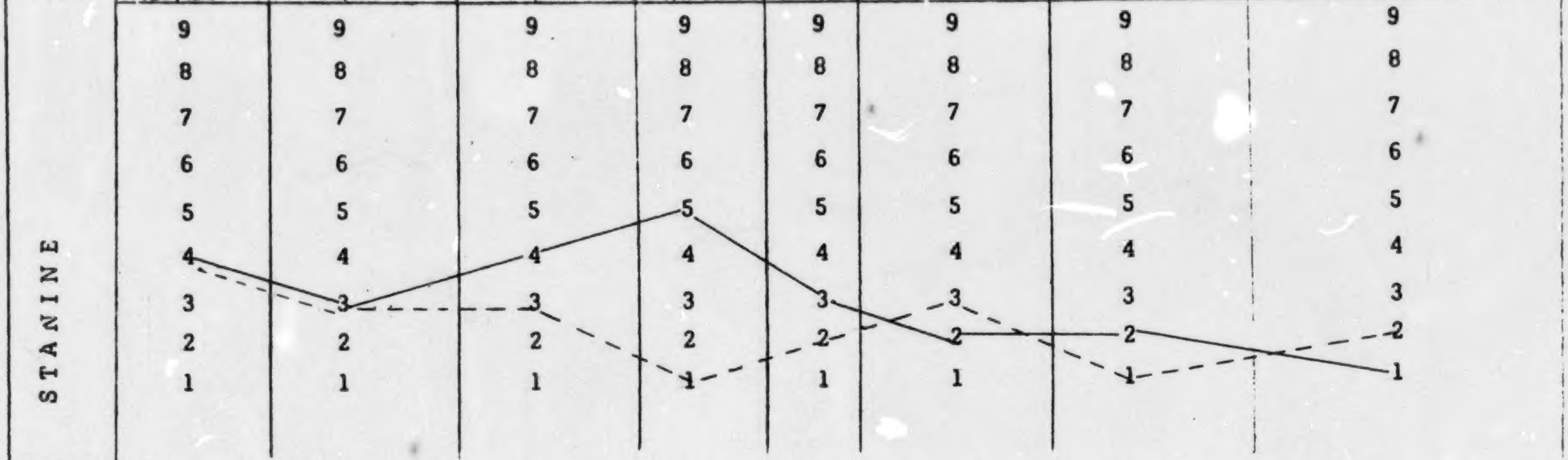
Total Scores		Raw	Grade Score	Stanine		Raw	Grade Score	Stanine		Raw	Stanine
	Pre Test I	29	5.7	3	Pre Test II	25	4.5	1	Pre Test III	7	2
	Post Test I	46	8.6	6	Post Test II	46	6.5	4	Post Test III	34	4

STANFORD DIAGNOSTIC ARITHMETIC TEST
LEVEL 11

Math Strengths and Weaknesses Revealed in Pre and Post Testing

School Family and Children Center Grade 9 Student 9 Teacher Sara Mauro

Test	Concepts		Computation			Common Fractions		Decimal Fractions and Percent
	Number Systems & Operations	Decimal Place Value	Addition and Subtraction	Multiplication	Division	Understanding	Computation	
*Raw score	17/20	14/16	17/19	8/16	11/12	2/8	2/9	14/12



Pre-Testing -- Dotted Line

Date June 24,1974

Post-Testing — Solid Line *Raw Score = Pre-Test over Post-Test

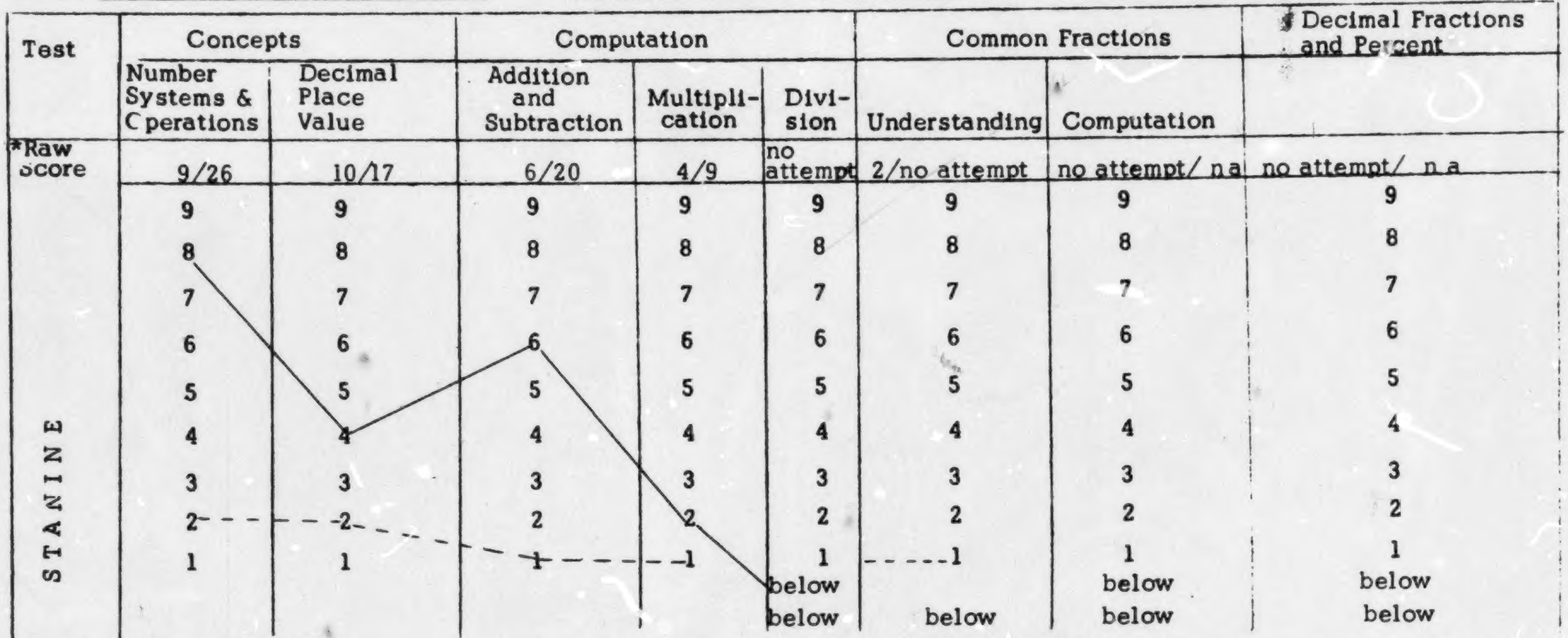
Date August 1, 1974

Total Scores		Raw	Grade Score	Stanine		Raw	Grade Score	Stanine		Raw	Stanine
	Pre Test I	31	5.9	3	Pre Test II	36	5.3	2	Pre Test III	4	1
	Post Test I	36	6.4	4	Post Test II	47	6.7	4	Post Test III	17	2

STANFORD DIAGNOSTIC ARITHMETIC TEST
LEVEL 11

Math Strengths and Weaknesses Revealed in Pre and Post Testing

School Family and Children Center Grade 7 Student 10 Teacher Sara Mauro



Test	Concepts		Computation			Common Fractions		Decimal Fractions and Percent
	Number Systems & Operations	Decimal Place Value	Addition and Subtraction	Multiplication	Division	Understanding	Computation	
*Raw Score	9/26	10/17	6/20	4/9	no attempt	2/no attempt	no attempt/ n a	no attempt/ n a
STANINE	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7
	6	6	6	6	6	6	6	6
	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1
					below		below	below
					below	below	below	below

Pre-Testing -- Dotted Line

Date June 25, 1974

Post-Testing — Solid Line *Raw Score = Pre-Test over Post-Test

Date August 1, 1974

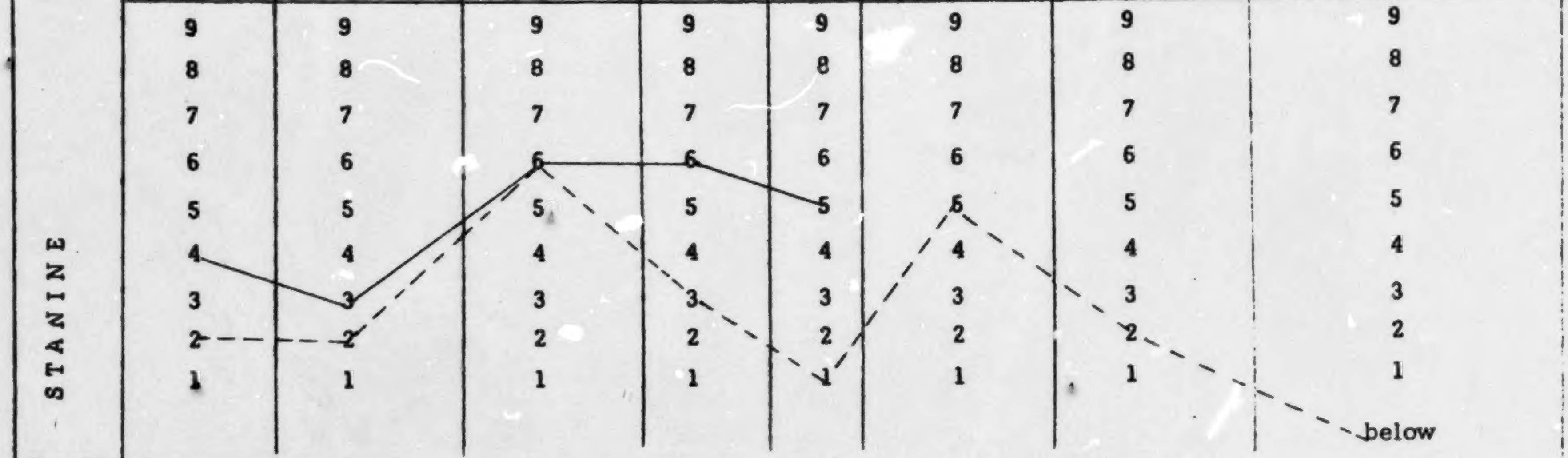
Total Scores		Raw	Grade Score	Stanine		Raw	Grade Score	Stanine		Raw	Stanine
	Pre Test I	19	4.3	2	Pre Test II	10	3.5	1	Pre Test III	2	1
	Post Test I	43	7.7	6	Post Test II	29	4.8	2	Post Test III	---	------------

STANFORD DIAGNOSTIC ARITHMETIC TEST
LEVEL 11

Math Strengths and Weaknesses Revealed in Pre and Post Testing

School Family and Children Center Grade 8-9 Student 11 Teacher Sara Mauro

Test	Concepts		Computation			Common Fractions		Decimal Fractions and Percent
	Number Systems & Operations	Decimal Place Value	Addition and Subtraction	Multiplication	Division	Understanding	Computation	
*Raw score	13/20	11/17	20/20	14/17	6/16	16	3	0



Pre-Testing -- Dotted Line

Post-Testing — Solid Line

*Raw Score = Pre-Test over Post-Test

Date June 10, 1974

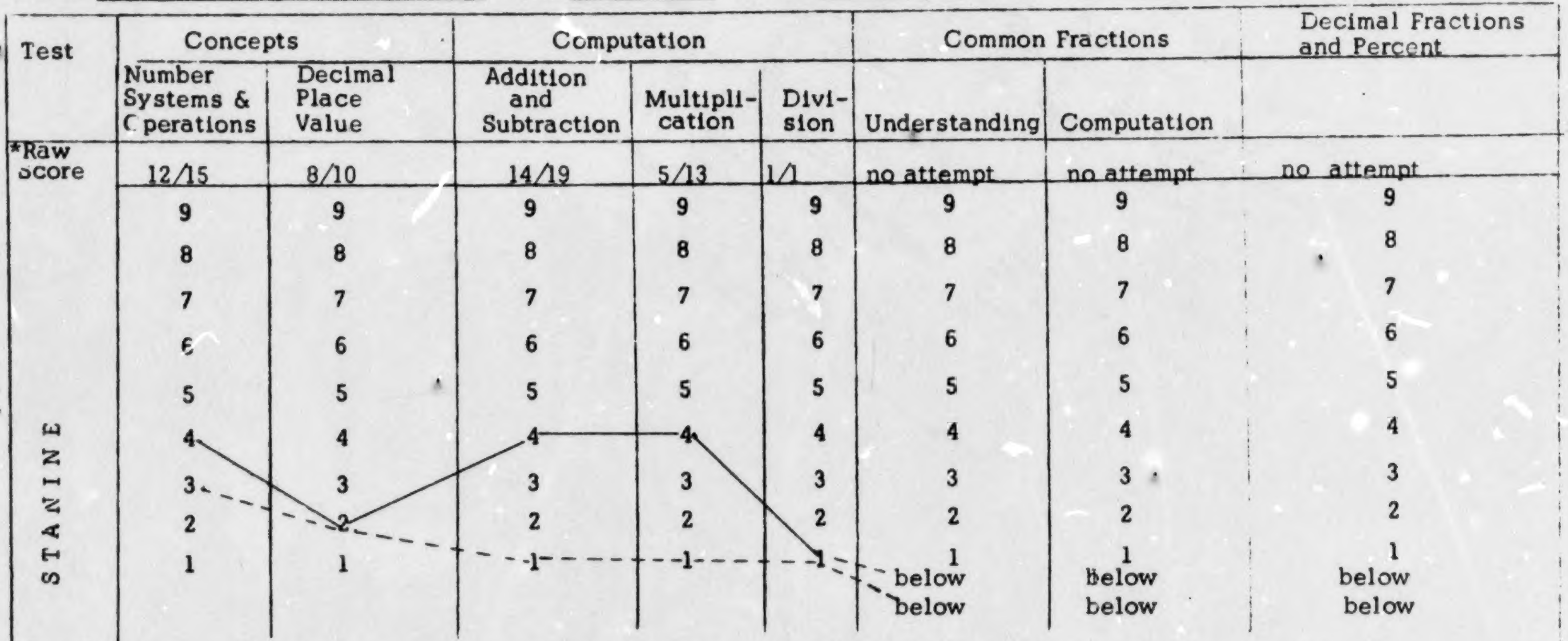
Date July 25, 1974

Total Scores	Raw	Grade Score	Stanine		Raw	Grade Score	Stanine		Raw	Stanine
Pre Test I	24	5.2	2	Pre Test II	40	5.7	2	Pre Test III	19	3
Post Test I	37	6.6	4	Post Test II	53	8.6	7	Post Test III		

STANFORD DIAGNOSTIC ARITHMETIC TEST
LEVEL 11

Math Strengths and Weaknesses Revealed in Pre and Post Testing

School Family and Children Center Grade 7 Student 14 Teacher Sara Mauro



Test	Concepts		Computation			Common Fractions		Decimal Fractions and Percent
	Number Systems & Operations	Decimal Place Value	Addition and Subtraction	Multiplication	Division	Understanding	Computation	
*Raw Score	12/15	8/10	14/19	5/13	1/1	no attempt	no attempt	no attempt
STANINE	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7
	6	6	6	6	6	6	6	6
	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1
						below	below	below
						below	below	below

Pre-Testing -- Dotted Line

Date November 19, 1973

Post-Testing — Solid Line *Raw Score = Pre-Test over Post-Test

Date July 20, 1974

Total Scores		Raw	Grade Score	Stanine		Raw	Grade Score	Stanine		Raw	Stanine
	Pre Test I	20	4.5	2	Pre Test II	20	4.2	1	Pre Test III	----	----
	Post Test I	25	5.2	3	Post Test II	33	5.1	2	Post Test III	----	----

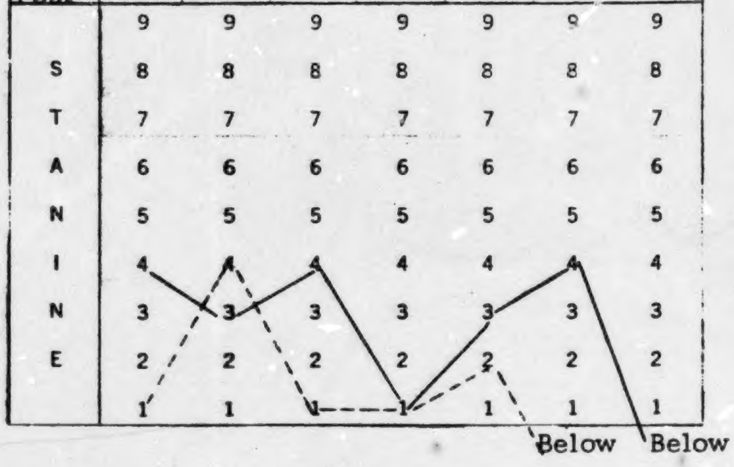
STANFORD DIAGNOSTIC ARITHMETIC TEST

LEVEL I

School Family and Children Center   Grade 4   Teacher Sara Mauro

Student 13

TEST	1. Concepts			2. Computation			
	Number System, Counting	Operations	Decimal Place Value	Add.	Subt.	Mult.	Div.
Pre RAW SCORE Post	6/19	11/14	2/16	1/14	2/12	0/7	0/no attempt



TOTAL SCORES	TEST 1	Raw Score	Grade Score	Stanine	TEST 2 (A + B or A + B + C + D)	Raw Score	Grade Score	Stanine
		19/49	1.5/3.2	1/4		3/26	1.8/3.3	1/2

Pre Test----Dotted Line
Date November 3, 1973

Post Test____Solid Line
Date August 1, 1974

STANFORD DIAGNOSTIC ARITHMETIC TEST

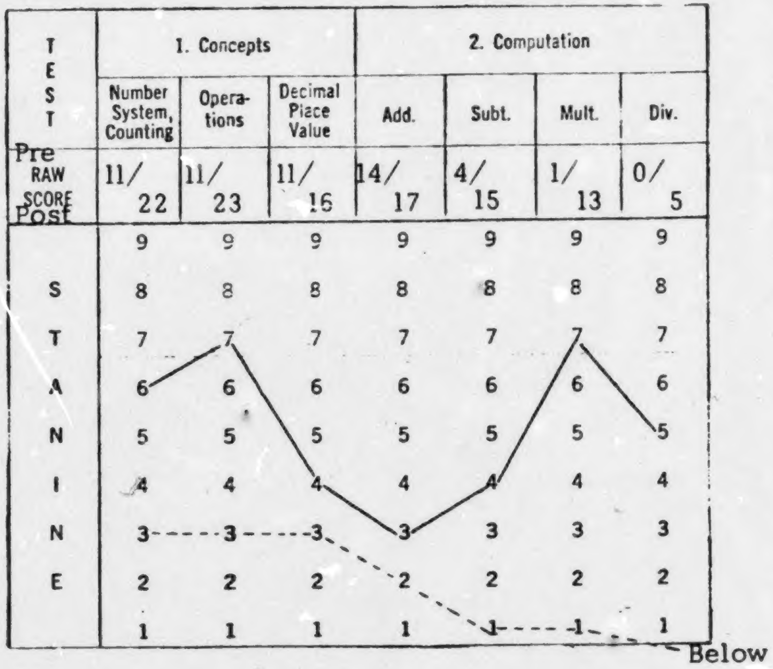
LEVEL I

School Family and Children Center

Grade 5

Student 2

Teacher Sara Mauro



TEST	1. Concepts			2. Computation			
	Number System, Counting	Operations	Decimal Place Value	Add.	Subt.	Mult.	Div.
Pre / Post RAW SCORE	11/ 22	11/ 23	11/ 16	14/ 17	4/ 15	1/ 13	0/ 5

TOTAL SCORES		Raw Score	Grade Score	Stanine
	TEST 1	33/ 61	2.2/ 4.4	2/ 5
	TEST 2 (A + B or A + B + C + D)	28/ 50	3.4/ 4.1	3/ 6

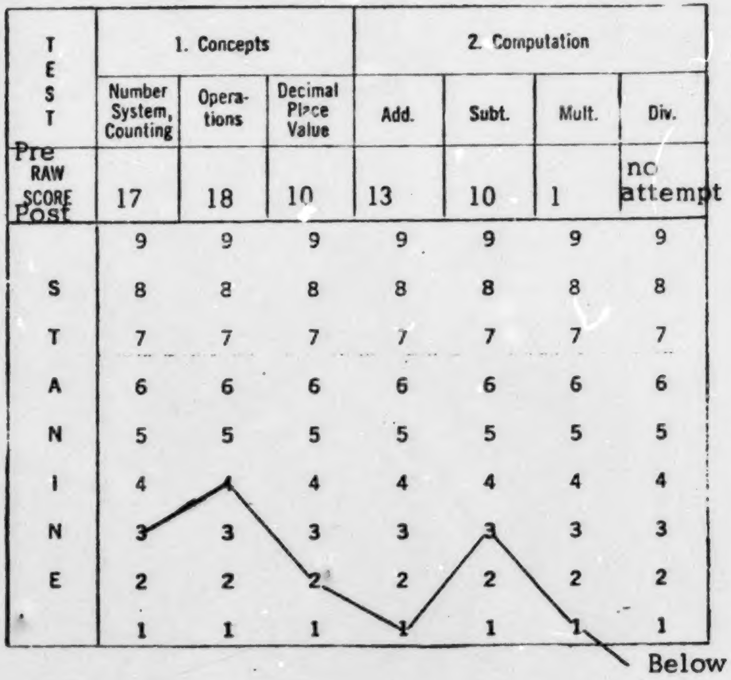
Pre Test----Dotted line
Date June 6, 1974

Post Test____Solid line
Date August 1, 1974

STANFORD DIAGNOSTIC ARITHMETIC TEST

LEVEL I

School Family and Children Center
Grade 5
Student 8
Teacher Sara Mauro



TEST	1. Concepts			2. Computation			
	Number System, Counting	Operations	Decimal Place Value	Add.	Subt.	Mult.	Div.
Pre RAW SCORE Post	17	18	10	13	10	1	no attempt
	9	9	9	9	9	9	9
S	8	8	8	8	8	8	8
T	7	7	7	7	7	7	7
A	6	6	6	6	6	6	6
N	5	5	5	5	5	5	5
I	4	4	4	4	4	4	4
N	3	3	3	3	3	3	3
E	2	2	2	2	2	2	2
	1	1	1	1	1	1	1

Below

TOTAL SCORES	TEST 1 Raw Score	TEST 1 Grade Score	TEST 1 Stanine	TEST 2 (A + B or A + B + C + D) Raw Score	TEST 2 Grade Score	TEST 2 Stanine
	45	2.9	3	23	3.1	2

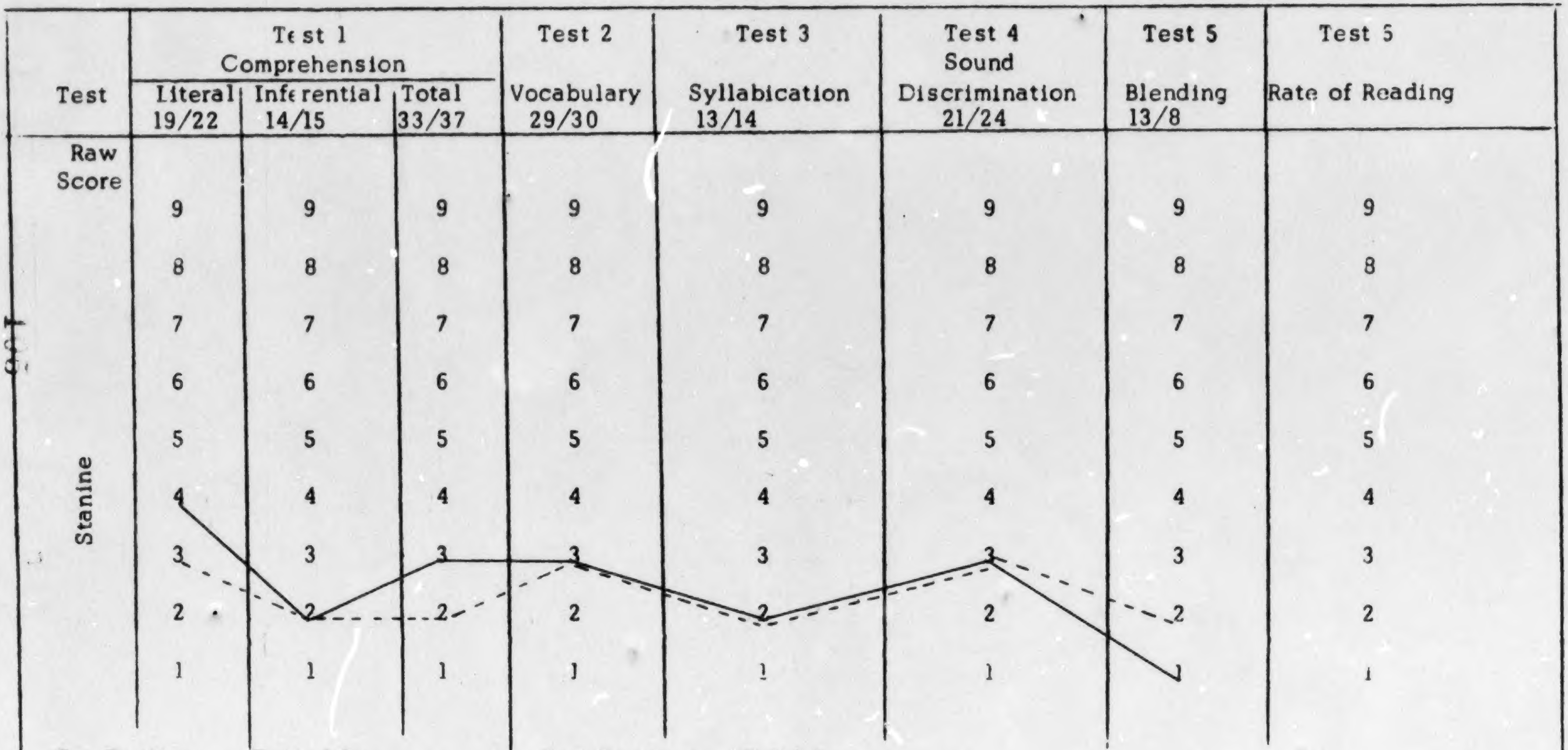
Pre Test----Dotted Line
Date August 1, 1974

Post Test____Solid Line
Date No post testing

STANFORD DIAGNOSTIC READING TEST

Level II
Reading Strengths and Weaknesses Revealed in Pre and Post Testing

School Family and Children Center   Grade 9   Teacher Sara Mauro
Student 1



Test	Test 1 Comprehension Literal 19/22	Test 1 Comprehension Inferential 14/15	Test 1 Comprehension Total 33/37	Test 2 Vocabulary 29/30	Test 3 Syllabication 13/14	Test 4 Sound Discrimination 21/24	Test 5 Blending 13/8	Test 5 Rate of Reading
Raw Score								
Stanine	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7
	6	6	6	6	6	6	6	6
	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1

Pre Testing -- Dotted line
Date June 5, 1974
Level 5.1

Post Testing - Solid line
Date August 7, 1974
Level 5.5

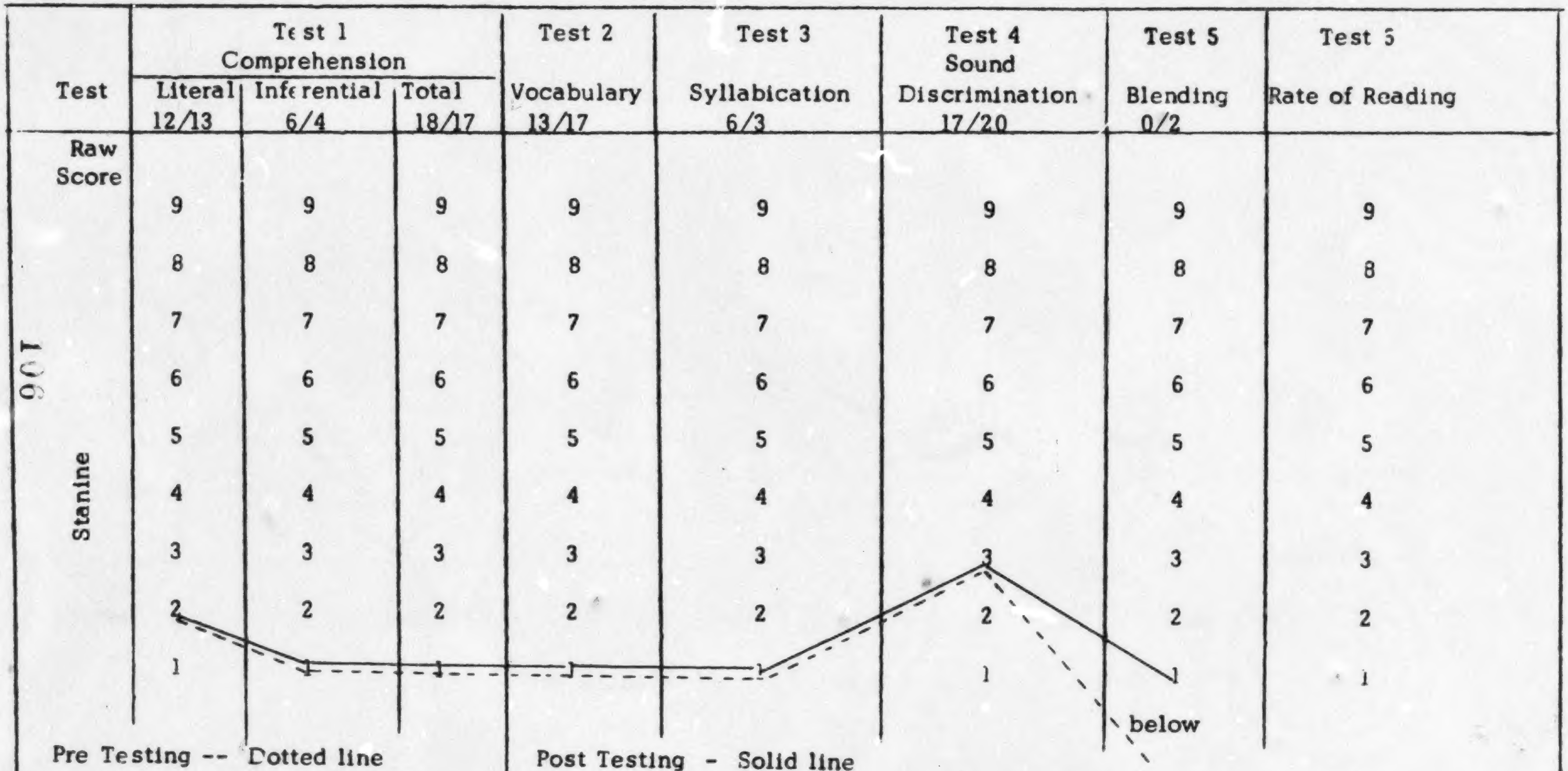
STANFORD DIAGNOSTIC READING TEST

Level II
Reading Strengths and Weaknesses Revealed in Pre and Post Testing

School Family and Children Center

Grade 5
Student 2

Teacher Sara Mauro



Pre Testing -- Dotted line
Date June 6, 1974
Level 3.1

Post Testing - Solid line
Date August 1, 1974
Level 3.0

STANFORD DIAGNOSTIC READING TEST

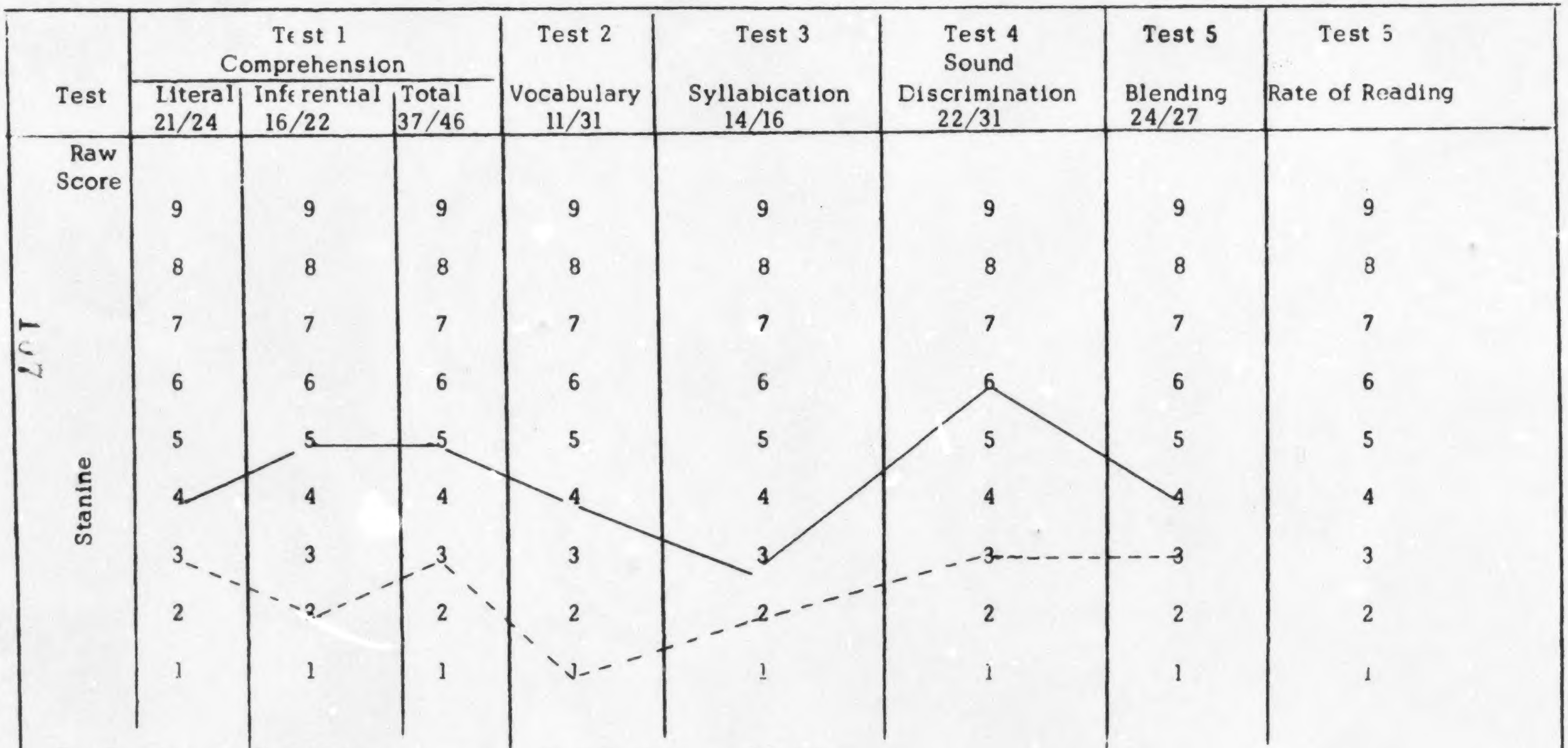
Level II
Reading Strengths and Weaknesses Revealed in Pre and Post Testing

School Family and Children Center

Grade 8

Student 4

Teacher Sara Mauro



Pre Testing -- Dotted line
Date October 28, 1973
Pre test Reading Level 5.7

Post Testing - Solid line
Date August 1, 1974
Post test Reading Level 7.5

STANFORD DIAGNOSTIC READING TEST

Level II

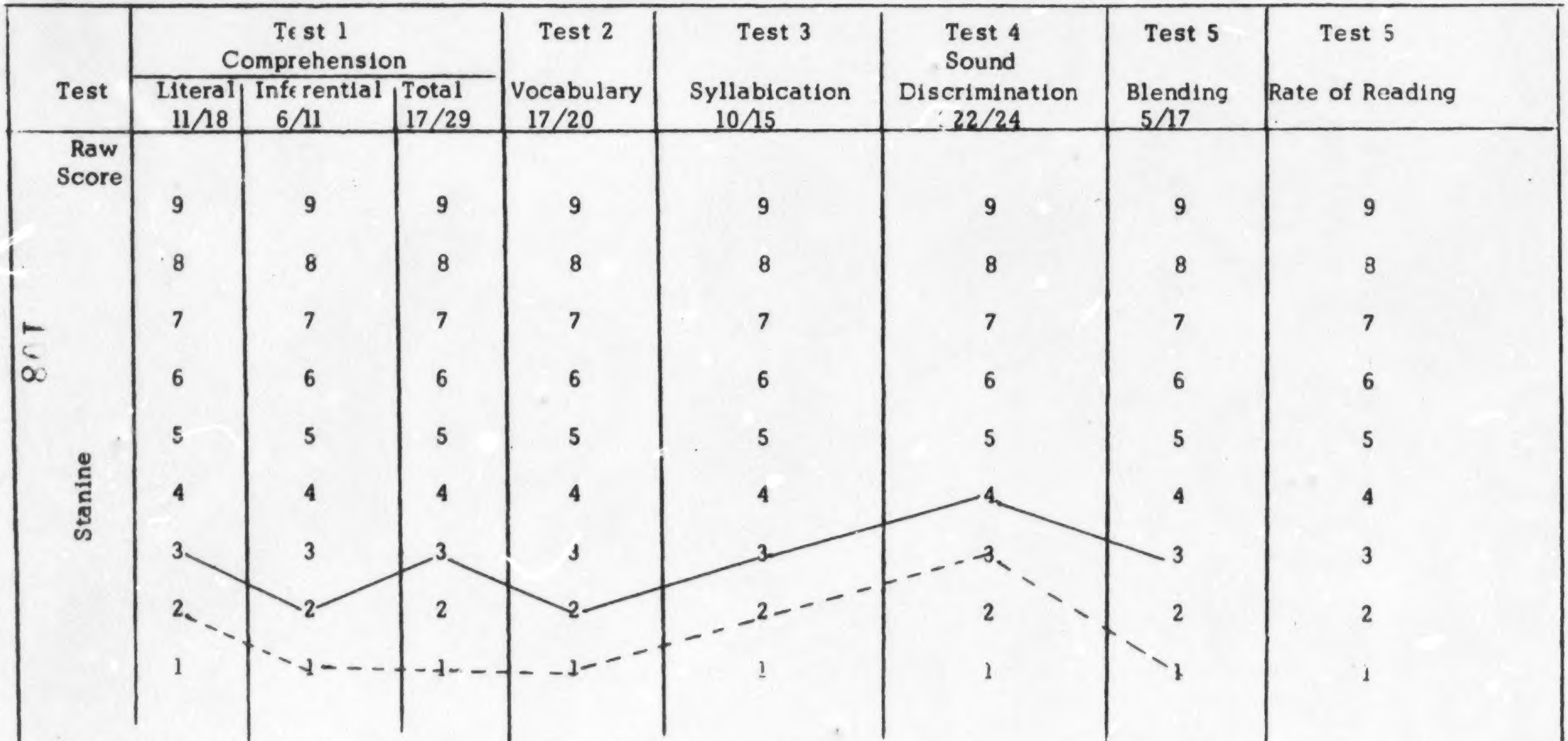
Reading Strengths and Weaknesses Revealed in Pre and Post Testing

School Family and Children Center

Grade 6

Student 7

Teacher Sara Muaro



Test	Test 1 Comprehension			Test 2	Test 3	Test 4 Sound	Test 5	Test 5
Test	Literal	Inferential	Total	Vocabulary	Syllabication	Discrimination	Blending	Rate of Reading
Raw Score	11/18	6/11	17/29	17/20	10/15	22/24	5/17	
Stanine	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7
	6	6	6	6	6	6	6	6
	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1

Pre Testing -- Dotted line

Date June 4, 1974

Pre Test Reading Level 2.7

Post Testing - Solid line

Date July 31, 1974

Post Test Reading Level 4.5

STANFORD DIAGNOSTIC READING TEST

Level I

Reading Strengths and Weaknesses Revealed in Pre and Post Testing

School Family and Children Center
Grade 5
Student 8
Teacher Sara Mauro

Test	Test 1 Reading Comprehension	Test 2 Vocabulary	Test 3 Auditory Discrimination	Test 4 Syllabication	Test 5 Beginning and Ending Sounds	Test 6 Blending	Test 7 Sound Discrimination
Raw Score	8	19					
Stanine	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1

Dotted line -- Pre Score
Pre-Test June 24, 1974

Solid line - Post Score
Post-Test No Post-Test

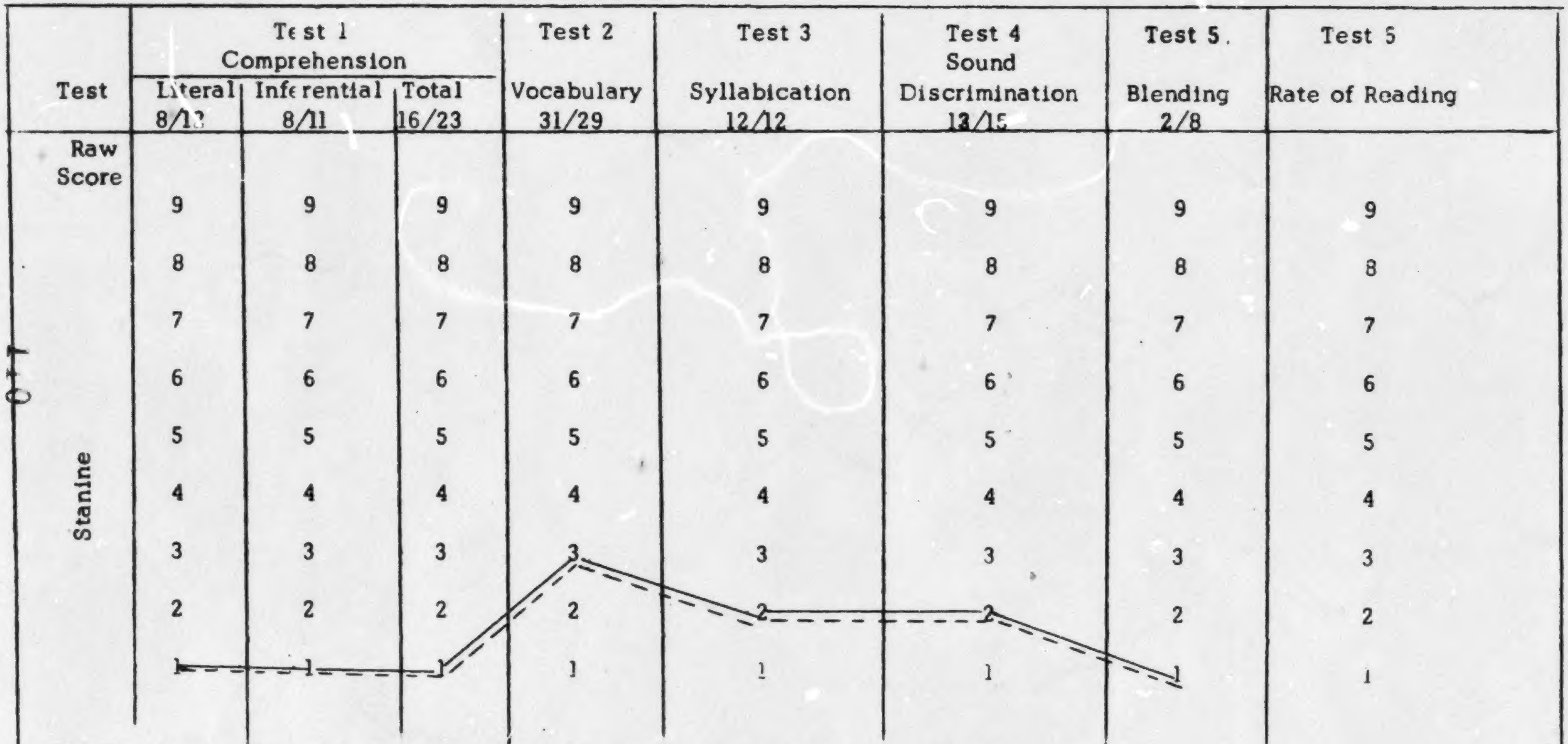
STANFORD DIAGNOSTIC READING TEST

Level II

Reading Strengths and Weaknesses Revealed in Pre and Post Testing

School Family and Children Center Grade 9 Teacher Sara Mauro

Student 12



Pre Testing -- Dotted line
Date November 27, 1973
Pre-Test Reading Level 2.5

Post Testing - Solid line
Date August 1, 1974
Post-Test Reading Level 3.7